

BIENNIAL REPORT
OF THE
Superintendent of
Public Instruction
OF THE
State of Florida

For the Two Years Ending June 30th, 1916.

WM. N. SHEATS,
Superintendent of Public Instruction



T. J. APPLEYARD, STATE PRINTER, TALLAHASSEE

STATE OF FLORIDA,

Department of Public Instruction, Capitol, Tallahassee.

William N. Sheats.....State Superintendent.
J. C. Compton.....Chief Clerk.
B. B. Lane.....Assistant Chief Clerk.
Miss Pauline Costa.....Stenographer and Filing Clerk.
Mrs. F. B. Gorman.....Stenographer.

State High School Inspector.

W. S. Cawthon Gainesville, Fla.
(after Sept. 1, 1916).

State Rural School Inspectors.

Robt. L. Turner, (after Sept. 1, 1915).....Inverness, Fla.
Shelton Phillips.....Williston, Fla.

☞ NOTE—Table of contents on page 799.

REGISTER OF STATE SUPERINTENDENTS.

	<i>Term Began.</i>
U. Thurston Chase.....	August —, 1868
Rev. Charles Beecher.....	March 18, 1871
Jonathan C. Gibbs (colored).....	January 23, 1873
Samuel B. McLin, Secretary of State and Acting State Superintendent..	August 17, 1874
Rev. William Watkin Hicks.....	March 1, 1875
William P. Haisley.....	January 6, 1877
Eleazer K. Foster.....	January 31, 1881
Albert J. Russell.....	February 21, 1884
William N. Sheats.....	January 3, 1893
William M. Holloway.....	January 3, 1905
William N. Sheats.....	January 7, 1913

STATE BOARD OF EDUCATION.

Ex-Officio.

Park Trammell, Governor, (to Jan. 2, 1917)	Pres.
Sidney J. Catts, Governor, (after Jan. 2, 1917)....	Pres.
H. Clay Crawford.....	Secretary of State
J. C. Luning.....	State Treasurer
T. F. West.....	Attorney General
Wm. N. Sheats, Secretary and.....	
. State Superintendent of Public Instruction	

STATE BOARD OF CONTROL.

Term Expires

P. K. Yonge, Chairman.....	Pensacola, July 1, 1917
T. B. King	Arcadia, June 30, 1919
E. L. Wartmann.....	Citra, June 14, 1919
F. E. Jennings.....	Jacksonville, July 1, 1917
W. D. Finlayson	Old Town, July 2, 1917
J. G. Kellum, Secretary.....	Tallahassee

COUNTY SUPERINTENDENTS.

(After January 2, 1917—Terms Expire January, 1921.)

Counties.	Superintendents.	Post Office.
Alachua	E. R. Simmons.....	Gainesville
Baker	J. D. Dugger.....	Macclenny
Bay	A. M. Douglass.....	St. Andrews
Bradford	E. R. Poppell.....	Starke
Brevard	S. J. Overstreet.....	Titusville
Broward	J. M. Holding.....	Fort Lauderdale
Calhoun	J. F. Durham.....	Blountstown
Citrus	H. J. Dame.....	Inverness
Clay	G. J. North.....	Green Cove Springs
Columbia	James R. Lites.....	Lake City
Dade	R. E. Hall.....	Miami
DeSoto	P. G. Shaver.....	Arcadia
Duval	F. A. Hathaway.....	Jacksonville
Escambia	A. S. Edwards.....	Pensacola
Franklin	A. A. Core.....	Apalachicola
Gadsden	C. H. Gray.....	Quincy
Hamilton	J. A. Jackson.....	Jasper
Herpando	W. O. Lemasters.....	Brooksville
Hillsborough	J. E. Knight.....	Tampa
Holmes	M. R. Robison.....	Bonifay
Jackson	C. B. King.....	Marianna
Jefferson	S. H. Taylor.....	Monticello
Lafayette	J. Homer Kelly.....	Mayo
Lake	W. T. Kennedy.....	Umatilla
Lee	J. W. Sherrill.....	Fort Myers
Leon	F. S. Hartsfield.....	Tallahassee
Levy	W. F. Osteen.....	Bronson
Liberty	R. E. Turner.....	Hosford
Madison	G. W. Tedder.....	Madison
Manatee	B. D. Gullett.....	Bradentown
Marion	J. H. Brinson.....	Ocala
Monroe	V. S. Lowe.....	Key West
Nassau	L. L. Owens.....	Fernandina
Okaloosa	W. C. Pryor.....	Milligan
Orange	A. B. Johnson.....	Orlando
Osceola	C. E. Yowell.....	Kissimmee
Palm Beach	G. I. Metcalf.....	West Palm Beach
Pasco	J. W. Sanders.....	Dade City
Pinellas	Dixie M. Hollins.....	Clearwater
Polk	W. L. Clifton.....	Bartow
Putnam	C. H. Price.....	Palatka
St. Johns	D. D. Corbett.....	St. Augustine
St. Lucie	J. W. Hodge.....	Fort Pierce
Santa Rosa	J. D. Smith, Jr.....	Milton
Seminole	T. W. Lawton.....	Sanford
Sumter	G. H. Tompkins.....	Wildwood
Suwannee	J. W. O'Hara.....	Live Oak
Taylor	F. S. Jackson.....	Perry
Volusia	C. R. M. Sheppard.....	DeLand
Wakulla	C. K. Allen.....	Sopchoppy
Walton	J. J. Kennedy.....	DeFuniak Springs
Washington	J. H. Varnum.....	Vernon

LETTER OF TRANSMITTAL

Department of Public Instruction,
Tallahassee, Florida, July 1st, 1916.

*To His Excellency,
Park Trammell,
Governor of Florida.*

Sir:—In compliance with Section 27, Article IV, of the Constitution, I have the honor to submit herewith the Bi-ennial Report from the Department of Public Instruction for the past two years, beginning July 1st, 1914, and ending June 30th, 1916.

Yours obediently,

W. N. SHEATS,
State Superintendent of Public Instruction.

REPORT OF THE FORTY-SEVENTH AND FORTY-EIGHTH YEARS OF THE PUBLIC SCHOOLS OF THE STATE OF FLORIDA.

INTRODUCTION.

The plan and subject-matter of this Report is clearly outlined in the Table of Contents.

The title of each Chapter tells of what it treats, and in the introduction to most Chapters may be found a little more in detail the contents of that division of the report, and sometimes an explanation of why the facts contained therein are presented.

Any one desiring statistical data of an educational nature of any county, or of the State as a whole, may turn to Chapters III. and IV. and examine the headings of the various tables, and will find either the particular fact desired or related data from which it may be readily computed.

LABOR ENTAILED.—Only one having made a school report has any conception of the exhaustive and nerve-wrecking labor, such a report as presented, entails upon those charged with its preparation. One county superintendent's annual report is necessarily lengthy and full of details, but this report requires that every item in 52 of these reports for two years—104 in all—must be verified, often corrected, copied, combined and used in numerous calculations in the make-up of forty-odd tables for each of two years. Many an innocent looking column of figures in one of the tables, found either in Chapter III or IV., cost someone a half day's careful calculation. As illustration, after all the data had been culled out and gotten in shape, Table XXV, on page 120, called for the solution of 636 examples in long division, costing an

ordinary person two full days' labor. It is needless to enumerate the time, thought, care, and exhaustive labor required in other ways to get the data ready in its present shape for the Legislature.

COMPLETE AND RELIABLE.—It has grown into a "stock expression" in all school reports to say: "This is the most reliable and completest presentation of all facts relating to the schools that has ever been issued from the Department of Education in this State." The one responsible for this report made the first exhaustive and detailed report made by the Educational Department in Florida, outlined the form and facts to be presented in in harmony with data to be reported to the Commissioner of Education of the Federal Government, and has made a majority of all such reports that have issued from the State Department of Education, hence he knows whereof he speaks when he makes claim that the present is the fullest and most reliable presentation of educational facts that ever issued from the State Department. He knows the character of county Superintendents' reports upon which this report is based, and the persistent correspondence and extreme care employed to obtain absolute facts from each county. Notwithstanding all this, exact truth compels the admission that it was impossible to obtain perfectly reliable data on each item reported from all counties, but such as could be obtained had to be interwoven into the summary showings for the State. But, considered all in all, it is confidently believed that the following is the most reliable and trustworthy report ever issued from this Department and is entitled to as much credence as such reports coming from any State Department of Education.

SAFE BASIS FOR LEGISLATION.—It is confidently believed that the facts presented herein on nearly every conceivable matter pertaining to the schools from the population of the State by races to the number of school buildings for each race, their contents and value, present a safe

basis for wise legislation for further educational progress. It is construed that the central thought in requiring, and which justifies the labor and cost of a State Educational Report, is to furnish data upon which to base legislation for the betterment of public education.

Not only the statistical facts presented herein, but the suggestions and recommendations of the County Superintendents recorded in Chapter X of this volume,—even if the recommendations of the State Superintendent recorded in Chapter II. be not considered,—furnish the best expert testimony obtainable anywhere as to what legislation is necessary to promote continued progress in public education in Florida.

These officers are on the firing line and are fully informed as to actual conditions, and the mature opinion of a large number is worth more than the opinion of recognized experts from elsewhere where like conditions do not obtain. It is believed the caution will be pardoned, if the Legislature is advised not to follow blindly the recommendations of any one school official, even the State Superintendent, it matters not his position, reputation, or how plausibly he may advocate any measure in opposition to the combined opinion of a large number, for there may be found an impracticable, persistent, plausible self-opinionated school man, the same as in every other calling in life. The wise and patriotic statesman will seek every avenue of reliable information and will be influenced more by the mature and deliberative judgment of a large number of worthy educators rather than the dogged opinion of one plausible and pestiferous crank. So when the State Superintendent is endorsed by a large majority of the school officials of the State in any measure he advocates, it would seem the part of wisdom to respect his recommendations in preference to some other official in a subordinate field of operation and necessarily having a narrower and more selfish range of vision.

The patriot statesman will not blindly follow in school legislation the dictum of the State Superintendent, any one of his subordinates, or any member of his supporting associates, but will investigate for himself. Any wise and patriotic legislator must agree with the wise Statesman, Thomas Jefferson, in the saying: "If a nation expects to be ignorant and free in a state of civilization, it expects what never has and never will be. Preach a crusade against ignorance; establish and improve the law for educating its common people."

One desiring to legislate wisely for education will investigate State Reports, will weigh the suggestions and recommendations of those in such positions as should to enable them to furnish expert opinions and will examine the reports of the United States Commissioner of Education. The latter reports present the comparative statistics of all the States, and record the chief excellencies of the educational systems of all the enlightened countries of the world. With such a wealth of information accessible and with a burning desire to give the youth of his own State equal chances with the most favored in the world, he will not be governed in his legislation by the selfish, contracted and narrow view of the man who is seeking legislation for individual benefit or to gratify the peculiar whims of any one particular locality—his legislation will be at least as broad and far-reaching as the best welfare of the whole State.

GROWTH IN BUILDINGS AND EQUIPMENT.—It is not proposed here to direct attention to the evidences of growth and advancement in public education along all material lines for the past two years, as shown by the statistics presented in this report, but that the claim may be established by the recital of one fact, namely: that the increase in value of school buildings and equipment from July 1, 1912, to July 1, 1916, has risen from \$3,960,469 to \$7,409,947.

Considering that this has been in a State with less

than a million inhabitants and with no greater wealth than Florida has, and that the people have voted bonds and debts upon themselves in order to effect this advancement, is something wonderful and without a parallel in the Southern States. The handsome brick buildings have increased within that period from 74 to 151. Many of these buildings are of character that even larger communities in the oldest and richest States would be proud of them. And this but partly tells the story, for there are two scores of such buildings now in process of erection that will not be counted until the next biennial report is issued.

No well informed person will say that Florida is leading all other States in public education, as is sometimes heard. But the present degree of educational interest and the progress in other material lines, revealed by a careful investigation of the statistics presented in this report, will justify the statement that while not leading public education, Florida is surely progressing, and, if others do not look to their laurels, at the present rate of progress the time may come when it may be said, Florida is leading all other States in Public Education.

Without further descanting upon other evidences of progress that will be revealed by facts presented in this report, the whole will be summed in the one remark, "The Outlook Is Most Gratifying."

CONCLUSION.—In conclusion, nothing better can be said than to repeat the concluding paragraph of the report of 1902. "This report is presented with the sincere hope that the time, labor and cost of its reparation will be fully compensated for by the enactment of such legislation as will secure the best development of our educational system."

CHAPTER I.

SUMMARY AND COMPARATIVE STATISTICS.

It is impossible for the average person, unaccustomed to gleaning facts from statistics, to note either progress or retrogression by observing educational reports for any two years' operations, hence it is proposed to bring forward and present in this chapter the totals, or showings for the whole State, as recorded in Chapters III. and IV., and contrast them with similar items of reports ten and twenty years ago. Educational conditions of the State are thus contrasted in this Chapter by decades, beginning twenty years ago, that a view point may be provided for comparisons.

The tables found in Chapters III. and IX., give in detail the educational facts of each county, the totals of these are placed for convenience of those desiring only facts as to the whole State at the top. Anyone desiring an educational fact about any county, can find it for the school year 1914-15, in Chapter III. Similar facts for the school year 1915-16 is recorded in Chapter IV.

A school year embraces halves of two calendar years, beginning July 1st of one year and closing June 30th the succeeding year. For the sake of brevity in comparing the State totals, or summary statistics, the year is designated only by the closing year of the school year, thus: the school year 1895-1896 is called 1896, and so with the other two dates.

The present State Superintendent was in office and made the report in 1896, and Hon. W. M. Holloway, then State Superintendent of Public Instruction, made the report in 1906.

SUMMARY AND COMPARATIVE STATISTICS.

PART I—RELATING TO SCHOOLS.

Total Population—

	1896.	1906.	1916.
Both Races	*477,975	614,660	*943,198
White	278,929	348,923	575,790
Negro	199,046	265,737	367,408
School Population (6 to 21)—			
Both Races	152,598	217,703	302,028
White	86,196	123,219	183,607
Negro	66,402	94,484	118,421
Number of Schools Taught—			
Both Races	2,350	2,387	2,916
White	1,781	1,720	2,099
Negro	560	667	817

The number of schools, as compared above, is not a true indication of the progress of the school system of the State, the tendency being in the larger centers of population to consolidate schools into larger and better adapted buildings and to transport pupils to central schools in the rural communities. It is desirable that the "one room" school pass out of existence, because it requires of the single teacher impossibilities.

*Estimated from State Census of the year before.

Total School Enrollment—

	1896.	1906.	1916.
Both Races	100,373	130,465	198,365
White	63,586	81,473	135,883
Negro	36,787	48,992	62,482
White Males	33,188	41,688	68,460
White Females	30,398	39,785	67,423
Negro Males	17,472	22,662	28,877
Negro Females	19,315	26,330	33,605

Average Daily Attendance—

	1896.	1906.	1916.
Both Races	66,135	88,825	144,419
White	41,992	54,379	98,847
Negro	24,143	34,446	45,572
White Males	22,287	27,058	49,203
White Females	19,705	27,321	49,644
Negro Males	11,896	15,856	20,759
Negro Females	12,247	18,590	24,813

Aggregate Days' Schooling Given—

	1896.	1906.	1916.
Both Races	6,731,814	10,478,880	18,775,687
White	4,507,603	6,977,481	14,181,504
Negro	2,224,211	3,501,399	4,594,183

Average Length of School Term in Days—

	1896.	1906.	1916.
Both Races	102	106	130
White	107	110	143
Negro	92	94	101

PART II—RELATING TO PUPILS.

Percentage of All Youth (6 to 21) Enrolled—

	1896.	1906.	1916.
Both Races	66	60	66
White	74	66	74
Negro	55	52	53

Percentage of Enrolled in Daily Attendance—

Both Races	66	68	73
White	66	67	73
Negro	66	72	73

Average Number of Youth for Each School—

Both Races	65	92	104
White	48	72	87
Negro	118	140	145

Average Enrollment for Each School—

Both Races	43	55	68
White	36	48	65
Negro	66	74	76

Average Daily Attendance for Each School—

Both Races	28	37	49
White	24	32	47
Negro	43	52	56

Average Days' Schooling Given for Each Youth—

Both Races	44	48	62
White	52	57	77
Negro	34	37	39

Educational Status of Youth Enrolled—

	1896.	1906.	1916.
Total in Chart.....	21,605	17,184	27,683
White	9,785	6,569	12,881
Negro	11,820	10,615	14,802
Total in First Grade.....	22,705	23,979	31,093
White	11,856	12,567	19,521
Negro	10,849	11,412	11,572
Total in Second Grade.....	22,294	19,220	26,436
White	11,856	10,579	17,288
Negro	10,438	8,641	9,148
Total in Third Grade.....	22,060	18,272	25,595
White	12,903	10,813	17,504
Negro	9,157	7,459	8,091
Total in Fourth Grade.....	21,873	17,933	23,546
White	14,473	12,407	17,105
Negro	7,400	5,526	6,441
Total in Fifth Grade.....	12,783	14,214	18,667
White	9,545	10,676	14,581
Negro	3,238	3,538	4,086

	1896.	1906.	1916.
Total in Sixth Grade.....	*	**	13,876
White	*	**	11,469
Negro	*	**	2,407
Total in Seventh Grade.....	*	**	10,750
White	*	**	9,645
Negro	*	**	1,105
Total in Eighth Grade.....	*	**	8,943
White	*	**	8,283
Negro	*	**	660
Total in Ninth Grade.....	*	**	4,502
White	*	**	4,198
Negro	*	**	304
Total in Tenth Grade.....	*	**	2,436
White	*	**	2,252
Negro	*	**	184
Total in Eleventh Grade.....	*	**	1,399
White	*	**	1,325
Negro	*	**	74
Total in Twelfth Grade.....	*	**	963
White	*	**	933
Negro	*	**	30

*At that date all pupils from Sixth to Twelfth Grades (inclusive) were classed as in "Higher Branches" and reported together, viz.: Total, 13,879; white, 11,935; negro, 1,944.

**Reported as in 1896, viz.: Total, 19,663; white, 17,862; negro, 1,801.

PART III—RELATING TO TEACHERS.

Number of Teachers' Positions Filled—

	1896.	1906.	1916.
Both Races	2,508	3,752	5,865
White	1,929	2,799	4,480
Negro	579	953	1,385

Average Number of Youths per Teacher—

	1896.	1906.	1916.
Both Races	61	53	51
White	45	44	41
Negro	115	99	86

Average Enrollment per Teacher—

	1896.	1906.	1916.
Both Races	40	35	34
White	33	29	30
Negro	64	51	45

Average Daily Attendance per Teacher—

	1896.	1906.	1916.
Both Races	26	24	25
White	21	19	22
Negro	42	36	33

Number of Different Teachers Employed—

Both Races	2,508	3,289	5,734
White	1,929	2,495	4,598
Negro	579	794	1,136
White Males	753	666	1,105
White Females	1,176	1,829	3,493
Negro Males	293	268	249
Negro Females	286	526	887

Certificates Held by Teachers Employed—

Total Life State.....	*	*	84
White	*	*	84
Negro	*	*	1
Total State	12	*	115
White	12	*	115
Negro	*	1	*
Total Special	*	*	211
White	*	*	211
Negro	*	*	*
Total Life Primary.....	21	*	93
White Females	21	*	93
Total Primary	*	*	84
White Females	*	*	84
Total Life First Grade.....	*	*	129
White	*	*	107
Negro	*	*	22
Total First Grade	387	829	1,286
White	345	774	1,212
Negro	42	55	74
Total Second Grade.....	1,370	1,413	2,169
White	1,121	1,053	1,676
Negro	249	360	493
Total Third Grade.....	733	783	1,444
White	445	451	901
Negro	288	332	543
Total Temporary	*	*	250
White	*	*	188
Negro	*	*	62

*Blanks indicate no data or no such certificates at the time named.

Result of Uniform Examinations—

Total Number of Examinees..	2,598	1,683	4,036
White .....	.....	1,134	2,895
Negro .....	.....	549	1,141
Total Failing to Pass.....	896	479	1,282
White .....	.....	209	629
Negro .....	.....	270	653
1st Grade Certificates Issued.	231	245	461
White Males	110	84	168
White Females	111	151	282
Negro Males	9	8	6
Negro Females	1	2	5

	1896.	1906.	1916.
2nd Grade Certificates Issued.	752	413	987
White Males	183	81	236
White Females	442	249	627
Negro Males	53	24	45
Negro Females	74	59	79
3rd Grade Certificates Issued.	719	546	1,306
White Males	181	88	279
White Females	290	272	674
Negro Males	108	54	61
Negro Females	140	132	292

Other Facts Relative to Teachers Employed—

Graduates of Normal Schools.	363	472	1,205
White	305	379	976
Negro	58	93	229
White Males	122	130	255
White Females	183	249	721
Negro Males	28	37	58
Negro Females	30	56	171
Attending Summer Schools..	647	447	1,444
White	510	357	1,217
Negro	137	70	227
White Males	148	99	277
White Females	362	258	940
Negro Males	53	27	42
Negro Females	84	43	185
Attending Associations	346	277	664
White	259	230	563
Negro	87	47	101
Taking Educational Journals.	1,318	1,487	2,649
White	1,040	1,118	2,186
Negro	278	369	463
Total Non-Resident Teachers.	361	899	1,578
White	269	722	1,310
Negro	92	177	268
Of County Where Taught....	257	747	1,191
White	179	576	952
Negro	78	171	239
Of the State	104	152	387
White	90	146	358
Negro	14	6	29

Average Age of Teachers—

All Teachers	*.....	27	27
White Males	*.....	31	28
White Females	*.....	25	26
Negro Males	*.....	32	37
Negro Females	*.....	25	29

*No data required at that time.

Average Experience of Teachers in Months—

	1896.	1906.	1916.
All Teachers	*	42	44
White Males	*	52	45
White Females	*	32	37
Negro Males	*	75	95
Negro Females	*	40	55

*No data elicited at that time.

Percentage of Male Teachers—

Both Races	41	28	23
White	39	27	24
Negro	51	34	22

Aggregate Salaries Paid Teachers—

*All Teachers	\$474,514	\$835,664	\$2,086,725
White Males	164,919	222,825	536,745
White Females	218,890	482,580	1,335,688
Negro Males	50,993	46,798	54,087
Negro Females	39,712	83,451	160,205

*Cents omitted.

Average Monthly Salaries Paid Teachers—

All Teachers	\$35.44	\$39.56	\$56.25
White Males	40.52	57.89	77.32
White Females	33.53	38.97	56.65
Negro Males	31.15	32.40	37.32
Negro Females	27.64	25.61	31.23

Highest Salaries Paid Teachers—

White Males	\$188.00	\$188.00	\$375.00
White Females	100.00	100.00	150.00
Negro Males	80.00	90.00	100.00
Negro Females	50.00	65.00	60.00

PART IV—RELATING TO FINANCES.

Taxation for Schools—

(Constitutional county levy, 7 mills maximum and 3 mills minimum.)

	1896.	1906.	1916.
Assessed Valuation	*\$97,705,056	\$130,892,459	\$292,563,254
One-mill State levy	97,705	130,892	292,563
One-mill collected†	85,546	116,257	209,548
Total county levied	449,340	801,222	2,042,834
Above collected†	443,981	775,163	1,880,613
No. special tax school districts	** 120	.....	784
District taxes levied .....	.....	.....	817,657
District taxes collected	3,741	.....	735,659

Total school taxes collected \$533,268 \$891,420 \$2,825,820

*Cents omitted. †Including back taxes. **Estimated.

School Fund Receipts and Resources—

	1896.	1906.	1916.
Cash on hand.....	*\$60,245	\$191,918	\$682,669
One-mill apportionment.....	90,510	117,119	275,225
County Taxes	443,981	775,162	1,880,613
Poll taxes	39,218	75,786	123,366
District taxes	3,741	148,598	735,659
Interest on State fund.....	37,453	33,915	66,479
Tuition of non-residents.....	455	1,434	2,229
Examination fees	2,313	1,862	4,065
Other sources	55,011	†127,567	160,886

Total receipts \$732,927 \$1,473,191 \$3,931,191

*Cents omitted. †Includes \$87,721.34 from operation of Chapter 5206, Acts of 1903, State Aid Fund.

Expenditures for Schools Proper—

	1896.	1906.	1916.
Salaries of teachers.....	*\$474,514	\$835,664	\$2,086,725
School lots	1,666	18,745	52,882
New buildings	16,757	90,483	536,037
Repairs of buildings.....	5,941	42,224	113,801
Furniture	7,554	16,681	77,030
Apparatus	†....	4,934	24,289
Insurance	1,490	5,873	28,934
Rents	1,401	2,425	4,240
Janitors	3,130	9,640	54,835
Fuel	3,733	3,487	16,101
Free Books	476	6,610	10,247
Transportation of pupils.....	.....	22,026	56,262
School incidentals	16,451	21,889	241,184

Total expenditures \$553,113 \$1,080,681 \$3,302,567

*Cents omitted. †Included with furniture.

Expenditures for School Administration—

	1896.	1906.	1916.
Salaries of county superintendents	*\$20,289	\$38,603	\$82,617
Traveling expenses of county superintendents	995	2,618	4,518
School boards, per diem and mileage	6,881	10,771	20,609
Incidental expenses, superintendents and boards.....	4,037	4,754	23,782
Treasurers' commissions.....	9,051	23,673	42,139
Interest on debts and borrowed money	7,765	21,744	163,169
Institutes and summer schools	3,757	603	8,013
Undistributed books .....	.....	6,397	21,367

	1896.	1906.	1916.
Printing .....	.....	2,752	7,377
Expenses of examinations....	2,594	2,446	5,983
Tuition county line pupils...	445	1,228	1,883
Other purposes .....	.....	25,157	134,651
Total for administartion...	\$65,810	\$140,746	\$516,108

*Cents omitted.

Summary Expenditures for Schools—

	1896.	1906.	1916.
Cost of "schools proper".....	\$533,113	\$1,080,631	\$3,302,567
Cost of administration.....	65,810	140,746	516,108
Total cost of schools.....	\$598,923	\$1,221,427	\$3,818,675

School Warrants Drawn—

Total cost of schools.....	\$598,923	\$1,221,427	\$3,818,675
Debts and borrowed money..	61,322	224,870	747,697
	\$660,245	\$1,446,297	\$4,566,372

Financial Condition of County Boards—

	1896.	1906.	1916.
Indebtedness of county funds.	\$68,303	\$297,606	\$2,505,367
Indebtedness of district funds .....	.....	.....	1,732,210
Total indebtedness	\$68,303	\$297,606	\$4,237,577
Cash on Hand—			
In county funds.....	\$35,193	\$131,867	\$276,511
In district funds.....	.....	.....	450,963
Total cash on hand.....	\$85,193	\$131,867	\$727,474
Net Indebtedness—			
In county funds.....	\$.....	\$165,739	\$2,228,856
In district funds.....	.....	.....	1,281,247
Total net indebtedness....	\$.....	\$165,739	\$3,510,103

Balance Sheet or Summary Financial Statement—

	1896.	1906.	1916.
Receipts, excluding borrowed money*	\$.....	\$1,473,191	\$3,931,191
Borrowed money .....	.....	218,353	1,156,874
Warrants unpaid July 1.....	.....	189,249	952,601
Total debits	\$.....	\$1,880,793	\$6,040,666
Expenditures, excluding debts \$.....	\$1,221,427	\$3,818,675	
Debts and old warrants paid.	384,749	1,494,517	
Cash on hand	274,617	727,474	
Total credits	\$.....	\$1,880,793	\$6,040,666

*Cents omitted.

PART V—SCHOOL EXPENDITURES BY RACES.

Expenditures for White Schools—

	1896.	1906.	1916.
Cost of "schools proper"..... *\$.....		\$925,292	\$3,054,977
Pro rata of administration... ..		95,383	475,323

Total cost of white schools. \$..... \$1,020,675 \$3,530,300
 *Not divided as to races.

Expenditures for Negro Schools—

Cost of "schools proper"..... *\$.....	\$155,388	\$247,590
Pro rata of administration... ..	45,364	40,785

Total cost of negro schools. \$..... \$200,752 \$288,375
 *Not divided as to races.

Per Capita School Expenditures, Counting Both Races—

	1896.	1906.	1916.
Per inhabitant	\$1.42	\$1.99	\$ 4.05
Per youth of school age.....	4.33	5.61	12.64
Per pupil enrolled	6.58	9.36	19.25
Per pupil in daily attendance.	9.95	13.75	26.44

Per Capita Expenditure for White Schools—

Per white inhabitant..... *\$.....	\$.....	\$ 6.13
Per white youth of school age	8.29	19.23
Per white pupil enrolled.....	12.53	25.98
Per white pupil in daily at- tendance	18.77	35.72

*Not found separately.

Per Capita Expenditure for Negro Schools—

Per negro inhabitant..... \$.....	\$.....	\$.78
Per negro youth of school age	2.35	2.44
Per negro pupil enrolled.....	4.25	4.62
Per negro pupil in daily at- tendance	6.47	6.33

Per Capita Cost of All Teachers, Counting Both Races—

Per inhabitant	\$.99	\$1.36	\$ 2.21
Per youth of school age.....	3.11	3.84	6.90
Per pupil enrolled.....	4.74	6.41	10.52
Per pupil in daily attendance.	7.18	9.04	14.45

Per Capita Cost of White Teachers—

Per white inhabitant.....	\$1.38	\$2.02	\$3.25
Per youth of school age.....	4.45	5.72	10.20
Per white pupil enrolled.....	6.06	8.66	13.80
Per white pupil in daily at- tendance	9.21	12.97	18.94

Per Capita Cost of Negro Teachers—

	1896.	1906.	1916.
Per negro inhabitant.....	\$.46	\$.49	\$.58
Per negro youth of school age	1.37	1.38	1.82
Per negro pupil enrolled.....	2.47	2.66	3.43
Per negro pupil in daily attendance	3.75	3.78	4.70

One-Mill Tax Apportionment—

Largest receipt for \$1 paid:			
Jackson	\$2.93	\$.....	\$.....
Gadsden .....	.....	2.87	.....
Wakulla .....	.....	.....	10.69
Smallest receipt for \$1 paid:			
Dade	\$.17	\$.39	\$.....
Lee .....	.....	.....	.41

Facts Relating to County Superintendents—

Visits one hour or more long:			
To white schools.....	*.....	2,037	4,196
To negro schools.....	*.....	493	672
Average salary	\$673.09	\$839.22	\$1,588.80
Highest salary—			
Duval and Hillsborough counties	1,500.00	.....	3,600.00
Hillsborough county .....	.....	1,774.25	.....
Smallest salary—			
Franklin and Liberty counties	150.00	.....	.....
Franklin, Liberty and Wakulla counties .....	.....	300.00	.....
Franklin and Wakulla counties .....	.....	.....	600.00
Largest Traveling Expenses—			
Hillsborough county	300.00	275.00	.....
Alachua county .....	.....	.....	634.90
Smallest Traveling Expenses—			
(33 counties paid none)			
Madison county	4.00	.....	.....
(19 counties paid none)			
Walton county .....	.....	12.17	.....
(20 counties paid none)			
Jefferson county .....	.....	.....	3.00
Average Cost of Traveling Expenses—			
In 12 counties paying them.	82.95	.....	.....
In 27 counties paying them.	.....	96.95	.....
In 31 counties paying them.	.....	.....	145.76
Average per cent salaries of Co. Supts. is of all teachers			
	6.4%	4.6%	4.0%

Highest per cent—	1896.	1906.	1916.
In Santa Rosa and Liberty counties	12.4%	.....	.....
In Monroe county .....	.....	11.8%	.....
In Liberty county .....	.....	.....	12.0%
Lowest per cent—			
In Marion county	3.7%	.....	.....
In Hillsborough county .....	.....	2.1%	2.0%

*Visits not reported in 1896.

PART VI—SCHOOL PROPERTY AND VALUE.

Total School Buildings—

Both Races	2,238	2,313	2,714
For whites	1,707	1,702	2,075
For negroes	531	611	639
Total concrete .....	.....	.....	44
For whites .....	.....	.....	44
For negroes .....	.....	.....	.....
Total brick	13	24	151
For whites	11	23	146
For negroes	2	1	5
Total frame	1,853	2,217	2,519
For whites	1,402	1,620	1,885
For negroes	451	597	634
Total log	372	72	.....
For whites	294	59	.....
For negroes	78	13	.....
Total rooms in school buildings	*.....	3,556	6,069
For whites	*.....	2,689	4,593
For negroes	*.....	867	1,056
Total patent desks	*.....	46,731	138,654
Double desks	*.....	30,755	43,490
Single desks	*.....	15,976	95,154
Double for whites	*.....	24,348	32,345
Double for negroes	*.....	6,407	11,145
Single for whites	*.....	14,929	88,396
Single for negroes	*.....	1,047	6,758
Total square yards blackboard	*.....	34,021	66,555
For whites	*.....	27,027	56,239
For negroes	*.....	6,994	10,316

*Blanks at that date did not call for such information.

Value of School Property—

School lots	\$ 96,421	\$244,644	\$1,053,195
For whites	74,857	210,645	964,723
For negroes	21,564	33,999	88,472
School buildings	424,433	1,013,706	5,549,452
For whites	352,873	884,548	5,217,779
For negroes	71,560	129,158	331,673

	1896.	1906.	1916.
School furniture	107,474	164,281	578,131
For whites	90,496	140,827	528,486
For negroes	16,978	23,454	49,645
School apparatus	*.....	38,079	140,497
For whites	*.....	34,722	132,492
For negroes	*.....	3,357	8,005
School libraries .....	†.....	.....	88,672
For whites .....	†.....	.....	85,691
For negroes .....	†.....	.....	2,981
Total value of all.....	\$628,328	\$1,460,710	\$7,409,947
Value of Lots and Buildings—			
For whites	\$427,730	\$1,095,193	\$6,182,502
For negroes	93,124	163,157	420,145
Total	\$520,854	\$1,258,350	\$6,602,647
Value of Furniture and Apparatus—			
For whites	\$ 90,496	\$175,549	\$660,978
For negroes	16,978	26,811	57,650
Total	\$107,474	\$202,360	\$718,628
Value of Libraries—			
For whites	†.....	†.....	\$85,691
For negroes	†.....	†.....	2,981
Total	\$.....	\$.....	\$88,672
Total value of all school property	\$628,328	\$1,460,710	\$7,409,947

*Included with Furniture. †Not reported at that date.

TEACHERS' MONTHLY SALARIES.—Though the best teachers do not always receive the largest salaries and the salary does not make the teacher, yet they are disposed to measure the progressive school system by the salaries paid. There has been a wonderful increase all over the country in the past two decades in the growing appreciation of teachers is manifested through increased salaries. The oft repeated wail of "poorly paid teachers" seems to have borne fruit in Florida, as their average monthly salaries are about double what they were twenty years

ago. Every real friend of education rejoices in this fact and hopes that their salaries will increase commensurately with efficiency in service. The true teacher is never adequately paid, it matters not how large his salary; the mere school-keeper is always over-paid, it matters not how small his salary. Florida ranks up with the best States in the average monthly salaries paid teachers better than in any item of school statistics, and compares favorably as shown below with the other parts of the country.

AVERAGE MONTHLY SALARIES PAID TEACHERS.

	Men Teachers.	Women Teachers.
United States	\$ 79.94	\$62.57
North Atlantic Division	103.29	72.62
North Central Division.....	79.97	61.47
South Atlantic Division.....	65.78	44.15
South Central Division	64.83	51.36
Western Division	104.54	79.86

AVERAGE MONTHLY SALARIES PAID MEN TEACHERS.

Highest in 1914.	Lowest in 1914.
California .....\$146.31	Virginia \$59.04
Rhode Island 140.00	Ohio 62.95
Nevada 126.10	Georgia 63.62
Connecticut 117.80	Alabama 63.83
Arizona 113.87	New Mexico 65.03
New Hampshire 112.56	Missouri 66.22
Washington 105.79	Pennsylvania 68.06
Illinois 101.63	South Dakota 69.01
Utah 96.02	South Carolina 70.62
Idaho 95.25	Oklahoma 71.56
Florida, white men in 1916.....	77.32

AVERAGE MONTHLY SALARIES PAID WOMEN TEACHERS.

Highest in 1914.	Lowest in 1914.
California \$91.86	Georgia \$38.27
Arizona 85.59	Delaware 40.00
Nevada 85.55	Virginia 42.14
Washington 83.85	New Hampshire 43.80
Illinois 82.00	Vermont 44.04
Montana 75.55	Maine 44.29
Utah 75.25	South Carolina..... 47.68
Indiana 74.02	Pennsylvania 49.44
Idaho 72.55	Ohio 50.24
Kansas 69.99	Alabama 50.57
Florida, white women in 1916.....	51.65

AVERAGE MONTHLY SALARIES PAID ALL TEACHERS.

Highest in 1914.		Lowest in 1914.	
California	\$100.12	Mississippi	\$37.99
New York	99.04	North Carolina.....	39.79
New Jersey	93.05	Georgia	43.68
Nevada	92.31	Delaware	44.87
Washington	90.59	Virginia	45.04
Arizona	89.56	Vermont	46.71
Illinois	85.69	Maine	47.64
Utah	80.66	New Hampshire	48.67
Massachusetts	79.26	Arkansas	50.31
Montana	78.02	West Virginia	51.09
Florida, all white teachers in 1916.....		69.78	
Including negroes		56.25	

OBSERVATIONS AND OTHER COMPARATIVE STATISTICS.

Continued progress is shown by the foregoing comparative statistics. Prominent persons who should know better, are frequently heard to say in public addresses that Florida is making more liberal provisions for public education than any other State and is really leading the country in public education; to correct such statements it is necessary that other comparative statistics be introduced in this Chapter to prevent injury being done the cause of education by producing relaxation in effort and in school expenditures. Further on in this Chapter, a few comparative statistics will be introduced to dispell such erroneous notions by showing the actual rank of Florida in education along a few of the more important points of comparison.

TOTAL POPULATION AND SCHOOL POPULATION.—It will be noted that the total population of the State and the school population are given exact in the table in Chapter III, as the State census was taken in that year. The same facts for the year 1915-16 are estimated from the census of the preceding year. This estimated census is made to overcome exaggerations and under-valuations, as is done by the Commissioner of Education of the

United States. Facts based upon the estimated census are found to more reliable than when census reports of previous years are used. The percentages based upon the estimated population, total and school, will be found almost absolutely correct.

BUT FEW COMPARATIVE STATISTICS NECESSARY.—It will not be necessary to present comparative statistics upon but a few of the material points to indicate the standing of education in this State in comparison with other States. It is deemed necessary also to direct attention to the comparative statistics within the State for the years 1896, 1906, and 1916 on a very few essential points to establish that there has been healthy and continued progress in education during the past two decades.

The total population, the school population, the school enrollment, and many other kindred facts show an increase in twenty years of about 98 per cent. The number of school houses has increased only 22 per cent., while the number of school rooms has increased about 150 per cent, and the value of school buildings and equipment has increased upwards of 1,070 per cent. The number of different teachers employed has increased 130 per cent., and their increase in efficiency more nearly approximates the increase in the value of school property. The fact that there has been but slight increase in the number of buildings is accounted for by the policy of consolidating schools, the effort has been to reduce the number of schools and to establish larger and better schools.

PUPILS BETTER TAUGHT.—There has been a very material decrease within the past twenty years in the average number of youth per teacher, in the average enrollment per teacher, and in the average daily attendance per teacher. The number of youth per teacher has reduced from 61 to 51, the enrollment per teacher has reduced from 40 to 34. Such facts as these show that the

pupils are constantly receiving better attention at the hands of the teachers, and that the schools are not so overcrowded with pupils as twenty years ago.

ENROLLMENT AND AVERAGE ATTENDANCE.—There has not been a very great increase in the percentage of enrollment and the percentage in average daily attendance has not grown very much during that period. Florida has always shown up well in the number of educable youth enrolled in the schools and in the daily average attendance of those enrolled, it being nearly as good as in the States which have compulsory education.

But few observations on statistics of the State are deemed necessary, as comparative statistics will be introduced in which Florida is compared with other States in the following particulars: percentage of school enrollment; percentage of daily attendance; percentage of male teachers; average length of school term; average day's schooling given for every child; average monthly salaries of teachers; average per capita school expenditures. These are material points in determining the real rank of a State school system.

FLORIDA COMPARED WITH THE UNITED STATES AND OTHER STATES.

The following statistics are taken from the report of the Commissioner of Education of the United States for the school year 1914. This is the latest obtainable data. The statistics of Florida used in the comparison are taken from the school year 1916. One fact should be stated here which operates to reduce the percentage in Florida, and that is that the school age in this State is from 6 to 21, while in the United States, and most of the States, the school age is from 6 to 18.

PERCENTAGE OF SCHOOL POPULATION ENROLLED.

United States	73.66
North Atlantic Division of States.....	69.96
North Central Division of States.....	76.65
South Atlantic Division of States.....	72.39
South Central Division of States.....	72.05
Western Division of States	81.84

FLORIDA COMPARED WITH TEN STATES.

Highest in 1914.		Lowest in 1914.	
Oregon	89.53	Louisiana	51.15
Maine	88.40	New Mexico.....	60.39
Tennessee	87.64	Texas	62.25
Iowa	86.68	Rhode Island.....	63.23
Montana	86.56	New Hampshire	64.73
Nebraska	85.05	Wisconsin	65.53
Wyoming	84.13	Virginia	65.54
Colorado	83.81	Alabama	65.65
Kansas	83.20	New York	68.06
Arkansas	83.04	Pennsylvania	68.19

Florida, 66 per cent in 1916.

PERCENTAGE OF AVERAGE DAILY ATTENDANCE.

United States	74.02
North Atlantic Division of States.....	80.03
North Central Division of States.....	78.04
South Atlantic Division of States.....	67.02
South Central Division of States.....	65.01
Western Division of States	76.09

FLORIDA COMPARED WITH TEN STATES.

Highest in 1914.		Lowest in 1914.	
Oregon	91.8	Kentucky	55.3
Illinois	87.1	Mississippi	61.3
Massachusetts	84.5	Alabama	61.8
Utah	81.9	Delaware	62.8
Wyoming	81.9	Oklahoma	64.8
Ohio	80.5	Georgia	65.3
New York	80.5	Maryland	65.4
Indiana	80.4	Virginia	65.9
Pennsylvania	80.3	South Carolina	66.1
Kansas	72.2	California	66.7

Florida, 73 per cent in 1916.

The above clearly demonstrates that while Florida is not leading in two material counts in determining the value of an educational system, still she holds a respectable rank. If the public school age of Florida was changed from 6 to 21 to 6 to 18 years, as in most of the above States, here relative rank would be raised.

EDUCATION STATUS OF YOUTH ENROLLED.—There is little to be said on the status of youth enrolled in the public schools beyond the fact that the percentage of negro pupils decreases very rapidly as the higher grades are reached. There is one gratifying fact that is not brought out in the comparative statistics in this table, because the statistics are not complete, but it is a fact that an increasingly larger number of pupils are pursuing their education on through the high school course, that is, from the ninth through the twelfth grade.

AVERAGE AGE AND EXPERIENCE OF TEACHERS.—The average age and experience of teachers have varied but little in the past twenty years. These statistics disclose the fact that a large portion of the teaching is done by young and inexperienced persons, the average age of white male teachers being but 28 years, and the white female teachers 26 years. The average months' experience in teaching of the white males being only 45, and that of the white females only 37. When these facts are coupled with the knowledge that there are quite a number of veteran male teachers in the profession, it must be true that a large majority of the male teachers have less than three years' experience, and a majority of the female teachers have less than two years' experience.

It has been held that an increase in salaries will retain teachers in the profession. This fact is not substantiated by statistics, as the average salaries of teachers have increased more than twofold in the past twenty years, still the percentage of inexperienced teachers has increased rather than diminished. The attention of the Legislature is called to this fact and it seems to demonstrate the necessity of doing something to strengthen this weak point in our educational system—too many mere boys and girls are intrusted with the making of the next generation of citizens.

PERCENTAGE OF MALE TEACHERS.—This may be regarded as a very immaterial point in establishing the real value

of a school system, but educators are beginning to regard a large percentage of male teachers as evidence of weakness in any State common school system. When the number of males is abnormally large, it seems to indicate a large number who are using the profession as a stepping-stone and bespeaks non-progressiveness and inactivity in the profession. It simply means that many of the schools are in the hands of school keepers, or persons who will not avail themselves of the means of rising in their profession. They are not found in great numbers at Summer Schools, Teachers' Institutes, and other places where teachers get inspiration and acquire better methods.

Women are the natural teachers, and as a rule, they are the ones that make teaching a profession. Men are really needed for certain school positions, but too large a percentage of male teachers rather bespeaks weakness than strength in a system. If one will but consider the educational rank of the States enumerated in the table below, he must conclude that there is more in this item of statistics in determining the rank of a system than is generally accorded. The large percentage of male teachers is now thought to bespeak deadness, indifference, non-progressiveness, and inadequate qualifications in the teaching body. A man who is really educated and possesses the qualifications necessary to be successful as a teacher can generally earn decidedly more in some other calling.

PERCENTAGE OF MEN TEACHERS.

United States	19.8
North Atlantic Division of States.....	13.5
North Central Division of States.....	18.2
South Atlantic Division of States.....	23.0
South Central Division of States.....	31.3
Western Division of States.....	17.9

FLORIDA COMPARED WITH OTHER STATES.

Lowest in 1914.		Highest in 1914.	
Connecticut	5.7	Arkansas	44.0
Vermont	6.7	West Virginia	42.6
New Hampshire	7.1	Kentucky	34.5
Rhode Island	8.4	Tennessee	32.4
Iowa	10.0	New Mexico	32.2
Massachusetts	10.02	Indiana	31.5
Maine	10.05	Oklahoma	31.8
New York	10.08	Alabama	29.4
Minnesota	11.2	Texas	29.3
Nebraska	12.1	Utah	26.1
Florida, 23 per cent in 1916.			

The non-employment of male teachers is not advocated, for as has been said such teachers are needed for certain positions, but it would be unwise to weight down any system with a large percentage of easy-place-hunters when better qualified women are needing and seeking the positions.

AVERAGE LENGTH OF SCHOOL TERM.—This item of statistics ranks as one of the most important in determining the real value of any school system. If the average length of term be short a corresponding percentage of education must mark the relative intelligence of the masses. If it be recognized that the power and influence of a people depends upon their average intelligence, the State should look to it that a large amount of instruction be given every child, which, of necessity, must be measured largely by the length of the school term. Such reasoning as this is generally accepted both by the educated and uneducated, hence all real friends of education are pleading for longer school terms and for larger school attendance by all of the educable youth of the State. The great necessity is not only to increase the school terms, but to enforce a State-wide, Mandatory Compulsory Attendance Law that every youth may get full benefit of the term of school that is given.

The following is the showing on this important item of statistics in the whole United States, and in ten States where the term is longest and in ten where it is shortest.

AVERAGE LENGTH OF SCHOOL TERM IN DAYS IN 1914.

United States	158.7
North Atlantic Division of States.....	181.6
North Central Division of States.....	165.6
South Atlantic Division of States.....	133.8
South Central Division of States.....	129.4
Western Division of States.....	166.2

FLORIDA COMPARED WITH OTHER STATES.

Longest in 1914.		Shortest in 1914.	
Rhode Island	193.6	South Carolina.....	104.3
New York	189.9	Tennessee	121.5
Connecticut	184.7	North Carolina	122.0
Massachusetts	184.0	Mississippi	123.0
New Jersey	183.0	Alabama	124.7
Maryland	178.0	Arkansas	129.7
Washington	176.5	Louisiana	130.2
California	174.1	Texas	132.0
Iowa	174.0	New Mexico	135.0
Vermont	173.2	Oklahoma	136.0
Florida, 130.0 in 1916.			

If the average length of school term is one of the most important matters of statistics in rating the value of a school system, the above is sufficient to convince any one that Florida is not leading all her sister States in one of the most important counts in education.

AVERAGE DAYS' SCHOOLING GIVEN FOR EVERY YOUTH.—Admitting that many youths of educable age do not attend the schools at all, this item of statistics measures the actual number of days' schooling for each youth, if every youth received his part of the present amount of schooling now given. This item, more than any other, determines the average intelligence of the future masses. While the showing for Florida is not good, still there is consolation in the fact that the average days' schooling for every youth has risen in the past twenty years from 44 to 62 days. And there can be little consolation found in this fact when it is observed from the following statistics that all the youth in other States are receiving a considerably greater number of days' schooling than are received by the boys and girls of Florida. This fact coupled with another material fact, that every citizen is in competition

with those in other States, and that the more intelligent generally harvest a greater proportion of the capital prizes in life, it seems to indicate that the future citizens of Florida will not receive their just proportion of the valuable things in life. Facts presented in the following figures give no cause for congratulation for they are true, if the report of the Commissioner of Education correctly records them.

AVERAGE DAYS' SCHOOLING GIVEN FOR EVERY CHILD.

United States	86.7
North Atlantic Division of States.....	102.1
North Central Division of States.....	99.5
South Atlantic Division of States.....	65.1
South Central Division of States.....	60.7
Western Division of States.....	104.6

FLORIDA COMPARED WITH OTHER STATES.

Highest in 1914.		Lowest in 1914.	
California	121.6	Louisiana	45.9
Maine	115.7	South Carolina	50.1
Iowa	114.5	Alabama	50.6
Kansas	113.3	Texas	55.4
Connecticut	112.5	Virginia	58.9
Massachusetts	111.3	Kentucky	59.5
Oregon	111.0	Mississippi	60.0
Nebraska	107.7	New Mexico	60.5
Utah	106.9	Georgia	63.4
Vermont	105.7	North Carolina	65.4

Florida, 62 days in 1916.

If such statistics recorded the output of manufacturers, the average wealth of the States, or crop conditions, they would be esteemed as remarkably valuable and be accepted as facts, but when they are used to indicate the average intelligence and wage-earning ability of the next generation in the different sections of the country, they are thrust aside as unreliable and not worthy of consideration and are answered by the stock argument: "If there is anything in a boy he will dig out and find himself in some way, whether he has much school advantage or not."

SCHOOL TAXATION.—The wonderful reversion in sentiment since the adoption of the present Constitution in

1886 and the remarkable cheerfulness with which school taxes are paid, bespeak a most gratifying outlook for the future educational progress in the State. The Constitution provided for a county tax, minimum 3 mills and maximum 5 mills, and a maximum district tax of 3 mills. In 1904 a Constitutional Amendment was adopted raising the maximum county levy to 7 mills. In 1912 another Constitutional Amendment was adopted allowing an additional district levy of 5 mills for building purposes. Since the adoption of the amendment in 1904, allowing a maximum county levy of 7 mills, practically every county at this time levies a 7 mill tax.

In 1896 but 120 school districts levied the special district tax, which yielded only \$3,740; in 1916, 784 special tax districts, many of them embracing as much as one-third of a whole county, yielded a tax of \$735,659. During this period the county revenue for public education has increased from \$449,340 to \$2,042,834. Since the adoption of the Amendment, in 1912, permitting a district levy for the erection of better buildings and equipment, the data is not in hand to give definitely the number of districts that have bonded for such purposes, but the amount of bonds voted amounts in round numbers to over \$4,000,000 within less than four years. Nothing further may be added to indicate the great willingness of the masses to properly support the public schools.

SCHOOL INDEBTEDNESS.—While the willingness of the people to pay for public education is most gratifying, on the other hand the most alarming feature of all is the ease and readiness with which County boards rush into debt. It is feared that some counties owe at the present time more than they will be able to pay in a generation. The total indebtedness of all the counties of the State in 1896 amounted to only \$68,303; this increased to only \$297,606 in 1906; but by July 1, 1916, the counties and districts have increased their indebtedness to the enormous sum of \$4,237,579.

The Legislature of 1915 enacted a measure with the design of curbing the disposition of County School Boards to increase their debts, which measure seems to have had some influence, but in the past ten years the districts have increased their indebtedness from nothing to \$1,732,210. It is hard to predict what the final result of this tendency to create school indebtedness will be.

SALARIES OF COUNTY SUPERINTENDENTS.—Along with the great increase in salaries and in school revenues, County Superintendents have not failed to secure a raise in their salaries. In 1896 the average salary of County Superintendents, including traveling expenses was only \$673.09. This increased in 1906, traveling expenses excluded to \$839.22; in 1916 their average salary was \$1,588.80. In 1896, only 12 counties allowed County Superintendents any traveling expenses, the average amount paid for that purpose being \$82.95; in 1906, the number of counties allowing such expenses was 27, the average amount being \$95.95; the number of counties have increased to 31 in 1916, and the average traveling expenses of these officers rose to \$145.76,—one county paying its Superintendent for traveling expenses as much as \$634.90. It is deemed but just that these officers should be allowed a reasonable amount for traveling expenses, but the amount should be kept within bounds.

It is not known that any County Superintendent, 20 years ago, was allowed pay for clerks and assistants. At this date many County Superintendents have one or more office men, and several of them have Assistant Supervising Agents. This matter should be kept within reasonable bounds, so that no County Superintendent can discharge the greater part of his duties through assistants.

VALUE OF SCHOOL PROPERTY.—School property now includes lots, buildings, furniture, apparatus, and libraries. The number of lots and buildings has increased but a small percentage during the past twenty years, due to an effort to consolidate schools and reduce their number.

The number of rooms in buildings has practically doubled in the past ten years. This shows that larger and more commodious school houses have taken the place of smaller and less comfortable ones. While the present value of school property in Florida does not compare very favorably with the value of such buildings in many of the other States, still it is very gratifying to note that the average value of all school buildings has increased from \$195 in 1896 to \$2,045 in 1916 with negro schools included; in 1916 including the white schools alone the average value of school houses amounted to \$2,515.

The following statistics are introduced simply to correct the impression on the part of many of our people that Florida has the most costly school buildings in the United States.. The State has erected nearly 200 very creditable brick buildings within the past few years, but the large number of cheap buildings so reduces the average, that it does not compare favorably with the average value of school buildings in many of the other States.

HIGHEST AVERAGE VALUE OF SCHOOL HOUSES.

(Two taken from each of the five Divisions of States: North Atlantic Division, North Central Division, South Atlantic Division, South Central Division, Western Division).

State.	No. School Houses.	Total Value.	Av. Value.
New jersey	2,124	\$ 57,670,226	\$27,151
Massachusetts	4,435	88,011,194	19,844
Illinois	13,496	119,568,943	9,600
Ohio	12,630	93,712,939	7,420
Maryland	2,485	10,807,862	4,349
Georgia	7,758	13,851,064	1,785
Oklahoma	6,609	21,027,383	3,181
Louisiana	3,383	10,679,683	3,157
California	4,731	68,674,370	14,515
Utah	697	8,963,579	12,860
Florida (1916).....	2,714	5,549,452	2,044

The States not having costly school buildings and equipment have this consolation, that the building is not the school, nor is it always an index of the true value of the work being done.

THE SOUTH NOT ABLE TO BUILD COSTLY SCHOOL HOUSES.

The statement is often heard that the Southern States are not able to build good school houses like many of the other States.

The following are some statistics presented twelve years ago to controvert this idea and to enunciate the old motto, "That where there is a will, a way will be found." These old statistics are given because later statistics of the same nature were not accessible. Notwithstanding that these statistics were taken from the census of 1900 they illustrate just as well the idea intended to be conveyed. It is regretted that more recent data is not available.

The following figures prove that only a *part* of the people build the churches, costing many times as much as their schools, because they wanted them. The churches are built by voluntary contributions of the *part* of the people really wanting them. Certainly the *whole* people could build more adequate school houses if they really wanted them, because they do not have to rely upon voluntary donations, but have the power of the law, which the *whole* people could assuredly make, to compel every individual to do his just part.

NUMBER AND VALUE OF CHURCH HOUSES IN NINE SOUTHERN STATES IN 1900.

State.	No. Churches.	Total Value.	Av. Value.
Alabama	6,013	\$ 6,764,625	\$ 1,125
Arkansas	3,792	3,264,912	861
Florida	1,793	2,424,136	1,352
Georgia	7,008	8,227,392	1,174
Mississippi	5,001	4,390,878	878
North Carolina	6,512	7,078,544	1,087
South Carolina	3,967	5,633,140	1,420
Tennessee	5,792	9,985,408	1,724
Virginia	4,894	10,473,160	2,140
Totals	44,772	\$58,242,195	1,301

NUMBER AND VALUE OF SCHOOL HOUSES OF THE SAME
STATES IN 1900.

<i>State.</i>	<i>No. School Houses.</i>	<i>Total Value.</i>	<i>Av. Value.</i>
Alabama	7,058	\$ 1,550,000	\$214
Arkansas	5,254	2,616,537	498
Florida	2,336	1,066,504	456
Georgia	6,246	2,738,800	438
Mississippi	6,687	1,636,055	259
North Carolina	7,082	1,335,658	183
South Carolina	4,918	990,000	201
Tennessee	7,058	1,500,000	426
Virginia	7,218	3,336,166	462
Totals	53,857	\$16,770,120	\$311

Only a *part* of the people of 9 States built by voluntary action 44,772 churches worth \$58,242,195, having an average value of \$1,301; the *whole* people of the same States built 53,857 school houses worth \$16,770,120, having an average value of \$311. Does it not appear that any intelligent person would be ashamed to set up a plea of *poverty* as a pretext for an excuse for the poor school buildings in those States?

PER CAPITA COST OF THE SCHOOLS.—This item of statistics has been reserved for the last as it sums up the whole matter in that it shows the willingness of the people to support public education.

In a State where the per capita wealth is low, and yet a large per capita is expended for the maintenance of the schools, this is proof positive of interest in education. On the other hand, where the per capita wealth is large and the actual expenditure per capita for the schools is low, it matters not what their total expenditure may be for education, their real interest in public education is not great.

It is recognized that a per capita expenditure for education is not an absolute test of interest, because the burden of public education is not always the same even where the per capita wealth is the same. The relation of the number of adult males to the number of youth of

school age justly enters into the calculation. The census of the United States reveals the fact that the proportion of adult males to the number of youth of school age varies widely in the different States and in the great sections of the country. It is noted that a State in the Western Division of the States that there are 196.5 male tax-payers to every 100 youth of school age, while in a Southern State there are only 61.1 male tax-payers for every 100 youth of school age, less than one-third as many males. To justly interpret this condition means that about two male tax-payers are bound for the education of one child in this Western State; while one male taxpayer must educate 1.6 children in the Southern State.

The range of this argument is broadened by quoting here the statistical showing for the whole country. These statistics show an average of 121 male tax-payers in the North Atlantic States, 141 in the Western States, and 73 in the Southern States for every 100 children to be educated. The interpretation of this is, that if their wealth were equal that 73 men in the South must pay as much school tax as 121 in the North Atlantic States, or 141 in the extreme Western States, to give the Southern youth equal educational advantages as in those other two sections of the country.

But the above does not yet state the case fairly, for a large percentage of the 73 male tax-payers (a large majority in some of the States) in the South are negroes and pay practically no school tax. This explanation is due to the Southern men, that the apparently poor showing for public education in the South is not due to want of interest in education, but is due to circumstances for which the whole country is as much responsible as the South. The burden seems to have been placed upon the Southern man to take care of and share the fruits of his labors with the negro. So the widely differing educational conditions in the various sections and States of the union do not rightly measure the real interest in public education.

While poverty is an estoppel, still it must not be worn threadbare and made an excuse for small effort. After all is said, education is the poor man's necessity, for only by its aid can he hope to lift himself into better things.

It is equally true that the greater the poverty of a State, the greater is the necessity to provide liberally for the education of the masses, if it ever expects to be richer. Education has always proven the wisest investment for an individual, as well as the safest investment for a State. Money expended in the production of men of brains comes back in enterprises loaded with wealth brought into existence by those brains.

In presenting the per capita expended for public education in the different sections of the United States, as well as in several of the individual States, a fair-minded investigator will not be controlled in awarding merit altogether by the facts presented in the quoted figures, but will justly consider the disadvantage of the South partly explained above. Should he be as charitable and as wise as our Savior in commending the widow and her mite, he might commend some Southern State making the least per capita expenditure for education and say that she is doing more than all of the rest when her condition is justly considered in the calculation.

The following comparative statistics are now given that all may know the exact truth and may not, in their ignorance, congratulate themselves for small efforts. It is hoped that these figures will stimulate some to do their full duty who are disposed to complain at school taxes, and will set a high mark as wealth increases and circumstances improve in the land of flowers.

AVERAGE PER CAPITA SCHOOL EXPENDITURE IN 1914.

<i>Based on</i>	<i>Total Population.</i>	<i>Youth of School Age.</i>	<i>Average Attendance.</i>
United States	\$5.62	\$21.34	\$39.04
North Atlantic Division....	6.66	28.41	50.55
North Central Division....	6.77	26.54	44.15
South Atlantic Division....	2.79	9.21	18.91
South Central Division....	2.78	8.95	19.05
Western Division	8.64	38.75	61.59

The same facts are now given in ten States where highest, and in ten States where lowest.

AVERAGE PER CAPITA SCHOOL EXPENDITURE IN 1914.

(Based on Total Population.)

HIGHEST.		LOWEST.	
Utah	\$10.07	Mississippi	\$ 1.48
Idaho	9.66	South Carolina	1.83
California	9.64	Alabama	1.97
North Dakota	9.62	Georgia	1.98
Arizona	8.93	North Carolina	2.16
Washington	8.89	Virginia	2.59
Minnesota	8.33	Arkansas	2.59
New Jersey	.27	Tennessee	2.60
Nebraska	8.10	Louisiana	2.72
Oregon	7.60	Kentucky	2.87

Florida in 1916, \$4.05; counting whites alone, \$6.13.

AVERAGE PER CAPITA SCHOOL EXPENDITURE IN 1914.

(Based on Youth of School Age.)

HIGHEST.		LOWEST.	
California	\$49.58	Mississippi	4.53
Montana	41.48	South Carolina	5.60
Nevada	40.72	Georgia	6.21
Washington	40.57	Alabama	6.22
Arizona	37.15	North Carolina	6.64
Utah	34.68	Arkansas	8.24
Oregon	34.63	Virginia	8.54
North Dakota	34.17	Tennessee	8.67
New Jersey	34.17	Louisiana	8.69
Idaho	33.71	Kentucky	9.76

Florida in 1916..... 12.64

AVERAGE PER CAPITA SCHOOL EXPENDITURE IN 1914.

(Based on Average Attendance.)

HIGHEST.		LOWEST.	
Nevada	\$77.14	Mississippi	\$ 9.30
Arizona	71.39	South Carolina	11.66
California	70.98	North Carolina	12.39
Washington	69.44	Tennessee	13.61
Montana	64.54	Georgia	13.70
North Dakota	64.45	Arkansas	14.60
New Jersey	60.92	Alabama	15.32
Colorado	55.49	Virginia	19.78
Idaho	55.06	Kentucky	22.90
New York	53.47	Oklahoma	24.46
Florida in 1916.....		26.44	

CHAPTER II.

RECOMMENDED LEGISLATION AND SUNDRY SPECIAL REPORTS.

This Chapter is intended especially for members of the Legislature, though all else in the report points directly or indirectly to the following recommendations for legislative action.

The suggestions contained herein are based upon constant and careful study of educational conditions and upon experience in school work in this State, dating back forty years, and, also, upon diligent investigation of school systems of other States recognized as leaders in public education.

The most vicious personal enemy of the State Superintendent or outspoken opponents of the public schools will hardly charge that there is any selfish interest or ambition to be subserved in any of these recommendations, for the present State Superintendent has announced repeatedly and publicly that he has no desire or intention of offering again for the position, unless forced to do so to repel some unwarranted attack upon his reputation or his work. His ruling desire is not to seek a chance to reward friends or to punish enemies, but to improve an opportunity in his last term of service to perfect, as far as possible, the school system of the State at which he has been honestly working in an official capacity since 1880. Therefore, it can not be out of place in him to earnestly beseech everyone, whether having the

privilege of voting or only exerting influence, to cast aside every sinister consideration and to co-operate in an effort to place the public school system of the State on the highway to success, that it may be the crowning work of his life—his monument.

It is confidently believed that each of the following recommendations, if enacted into proper laws, would tend towards the perfection of the State's school system. If the present enormous cost of the common school, amounting to over three and a half million dollars the past year and rapidly growing year by year, be considered, it does appear that every step would be readily and cheerfully taken that might tend to conserve such great outlay and to insure the largest possible return to the whole people whose combined earnings are maintaining this costly State institution—the public schools.

The brief statement following each recommendation is not offered as conclusive argument for incorporating that principle into the school laws—space forbids such argument—but is presented as a mere suggestion for awakening interest and with the hope that it may lead to earnest investigation.

Gentlemen of the Legislature, the education of the masses is the chief function and the most sacred duty of State, the most costly institution of State, and the surest and most powerful agency for making certain the future greatness of the State, therefore, pardon the State Superintendent for beseeching you not to thrust aside the consideration of legislation looking to the advancement of public education for the consideration of matters relating only to dollars and cents, or any other question not so vital to the future welfare of the boy or girl about your own hearth-stone and all the youth of the State. The value of the game, a hog, a fish, the citrus fruits, the convicts, the Everglades, and all of these combined are

as nothing in comparison with the value of the boys and girls of the State. Will you not place first questions that effect them?

Nearly every suggested change in the school system, as contemplated in the following recommendations, has been endorsed time and again by leading educators, assembled in teachers' county institutes and associations, conventions of County Superintendents and high school principals, and in State educational associations after free and full discussion, and the dissenting vote, when any, has always been small.

If you will read the bi-ennial reports of County Superintendents, recorded in Chapter X. of this volume, you will find that nearly every one of them expresses his views on one or more of the questions involved in these recommendations.

It would not be wise to be influenced by or to follow the individual opinion of anyone of them, but the combined opinions of a large number of them is the best expert advice obtainable in the State on any educational question.

These recommendations embrace changes needful to be made before the school system can approach perfection, and are made regardless of whether anyone will take immediate steps to bring them about or not.

1.—AMEND THE CONSTITUTION SO AS TO GET THE SCHOOLS OUT OF POLITICS.

No one may be willing to undertake so Herculean a task right now, but in course of time when many millions more of hard earned tax money has been extracted from the pockets of the people and largely wasted in the vain attempt to build up anything like a perfect school system through the instrumentality of school officials who get their positions and try to hold them through the medium of politics, the people will finally come to

their senses and, clothed in their right minds, will demand the fullest return for every dollar expended for public education.

Good politicians are seldom the best educators. The battle cry of the future will be, none but real school men in educational positions. The older States in the public school business and the wiser men in charge of costly city school systems, have long since learned that it is not best to trust the selection of school superintendents and school boards to the uncertainties of a popular election. Too much money and too much incalculable wealth in boys and girls, pearls without price, are at stake, to trust either to the direction of the best hand-shaker or the fellow most successful in working political tricks.

Volumes might be written on both sides of this question, but the wisest and most successful free school juries in this country and the most enlightened countries of the world have rendered the verdict, "It is unwise to select teachers and school officials by popular elections."

It would be delightful if some wise and courageous legislator would secure the enactment of the necessary constitutional amendments, providing for a re-organization of the State Board of Education, putting thereon some of the best educators of the State; providing for the *appointment*, by some non-political board, of a State Superintendent, all County Superintendents and School Boards. And in case proper persons for superintendents could not be found in the State or county to obtain them wheresoever they may.

This is high ground and may be exceedingly unpopular in a State where there has been so much democracy in educational affairs, but it is confidently believed that the real friends of education are almost ready to ratify right now such constitutional amendments. It would afford great opportunity for the howling of demagogues, but many a silent voter at the polls would record himself in favor of freeing the schools from politics.

The author of Article XII, in the present State Constitution said, the ideal way of selecting school officers was not by popular elections, but that the temper of the people was such that nothing else would be accepted at that time, hence this present view is not new with him.

This is not written with any hope that it will be accepted now, but with full confidence that all school officials will be appointed on the basis of fitness at some day in the future.

It is placed first among the recommendations simply because it stands first of the needed changes to give the State anything like a perfect school system. The State Superintendent improves the opportunity to here place himself upon record.

2—CHANGE THE PRESENT SYSTEM OF TEACHERS' EXAMINATIONS.

This question ranks second in importance in the recommended changes needful to give the State better schools. There is this difference, this change is possible at the hands of the present Legislature and it is popular because the leading teachers and school officers have declared for it by a large majority. It is true that all do not agree as to the best way to make the change.

A large majority have indorsed the State Board of Examiners as provided by the Bill defeated by a tie vote in 1913 in the House of Representatives. This same Bill was offered and passed the Senate a second time in 1915, but failed again by a few votes in the House through the successful lobbying of one or more persons voting with a small minority in all conventions of County Superintendents and State Teachers' Associations that endorsed the Bill.

It is confidently believed that this Bill suggests the best system of certification and the best method of examining teachers of any Bill ever presented to a Legisla-

ture in a Southern State. But the present head of the State Department is so thoroughly convinced that a departure from the existing system is imperative, that he is ready to accept almost any change which promises to relieve present conditions.

Gentlemen of the Legislature, there is abundant evidence in possession of the State Superintendent indicating that teachers' certificates have been bought and sold like any other commodity. One of these charges was pursued for nearly two years, when sufficient evidence was at last secured to convict one negro at Marianna last fall, who received a sentence of five years. It was believed that he had a white accomplice, but he was shrewd enough to escape. This negro had sold numerous certificates, quite a number of them, but not all, were located and revoked.

Many other charges implicating both white and black were filed from different sections of the State. Several were investigated and while sufficient evidence was obtained to create the belief that the charges were well founded, yet it was impossible to secure enough testimony to warrant prosecution.

It is reported and it is believed that there exists a regular organization, the object of which is to pool their money and buy a set of the examination questions. Once in hand, so complete is their organization, that 24 hours is all that is needed to scatter the questions all over the State. It is known beyond doubt that the examination questions have often leaked, but it has been impossible to ascertain how, where or through whom they leaked.

Certain communications are on file—not of the kind one likes to notice, but just like others which led to the securing of the testimony upon which convictions were finally secured—charging school officials with making money in various ways out of the examination business. One device used was the allowing of examinees for a monetary consideration of from \$30 to \$50, according to

the grade of certificate desired, to substitute before the papers were turned over to the grading committee, different examination papers from the ones originally filed. This charge was partially investigated, but it was soon discovered that sufficient evidence to convict could not be secured because witnesses would not implicate themselves. The suspicion was strong that the charges were true, as circumstances pointed plainly towards guilt.

It has been often charged that many believe that frequently examinations held under the present law are corrupt. There is hardly an examination held that letters and telegrams are not filed with the State Superintendent from 5 to 8 counties, alleging that the examination in these counties was fraudulent, and still it is but now and then a conviction is secured.

The above is not a tithe of what can be enumerated against the execution of the present examination law, but other charges will not be recited as it is distasteful to deal in accusations of corruption. Reference is made to this matter with reluctance simply to convey some idea of how the State Superintendent is harassed in trying to execute honestly the present examination law.

Now as to the change to be made, quite a number of teachers and school officials advocate the State grading committee as a cure for corrupt examinations, but this would prove a panacea for but one of the evils complained of, namely: that county grading committees do not grade the papers properly. It is sincerely believed that improper grading does not happen once where fraud in the conduct of the examination occurs ten times, for grading committees have learned that their work is subject to review, while frauds, if not detected when committed, are beyond review. The State grading committee would necessitate that all examination papers be sent to one place and be graded by a committee appointed under State authority. This would secure greater uniformity in the grading of the papers, but would not touch those

most numerous and flagrant cases of fraud occurring in the conduct of the examinations and in the leakage of the questions.

There is another strong ground for pleading for a change from the present system. It is unjust to fasten such a burden and responsibility upon the State Superintendent, for him to be charged with the duty of preparing all the questions and conducting so many examinations. It degenerates his position to that of a mere examination fiend, his office to that of an examination machine, and leaves little time for the discharge of the legitimate and higher functions of the position.

Any State Superintendent falls short in his duties if he fails to devote a considerable portion of his time to supervising, inspirational and constructive work. It is his duty to inspect some of the schools in different sections of the State, on his visits to get in touch with the people and to deliver as often as possible an inspirational address and thus collect material for constructive work.

How can he do all this if two or three times a year he must spend ten days or more in preparing and distributing questions for the county examinations; then four or five times a year he must spend a longer time in preparing thirty-odd sets of questions for examinations for primary, special and State certificates? This but partially tells the story, for besides preparing the great number of questions for the examinations, it requires from four to seven days to hold each examination and then he must return to the office and grade the papers and issue the certificates. It is true that while the law contemplates that he should grade all the papers, he does not do so now for it is absolutely impossible for him to do the work, since the number of examinations has so increased within the past few years. Nearly 600 persons were examined by him for primary, special and State certificates in 1916, and many complained because he could not give the privilege of examination oftener.

It would be absolutely impossible for the State Superintendent to execute the present examination law, were it not for the kindly sympathy and generous assistance of certain teachers who assist in grading the numerous examination papers for the measly pittance doled out to them from the \$1 examination fee. They are not paid for their work and they know they are not paid, but they help to do it through recognition of the burdensome amount of work required of the State Superintendent. While trying to do all this mere machine work, the State Superintendent must necessarily neglect the higher and more important functions of his office.

Objection was raised to the State Board of Examiners on account of the cost. The fact is, if this examination grind is not lifted from the shoulders of the State Superintendent, another competent clerk must be given the educational department, or it will be impossible to carry out the present examination system. It can be easily established that the State Superintendent under the pressure of getting ready for these examinations is often required to work from 16 to 18 hours a day and frequently all day Sundays. No fair minded legislature will suffer such a condition to continue when other State departments can get everything they ask for.

Then, the cost of an efficient clerk to assist in these examinations, added to the aggregate cost of the examinations, as now conducted, will be more than the cost of the State Board of Examiners.

All that has preceded is but a small part of what might be said in telling why the present system of examining teachers should be abandoned. The advantages of the Board system are too many to give them in detail. The following are stated in brief: First, the time required to hold the examination may be shortened one-half; second, the nervous tension of writing four or five days will be reduced fully two-thirds, as the length of the examination will be much shortened and much of it

will be oral; third, the test of teaching ability will be much better as the examiner and examinee are brought face to face and the personality of the teacher considered in grading; fourth, the actual cost to examinees may be reduced fully one-half; fifth, the examination may be taken any week in the year most convenient and agreeable to the examinee; sixth, all certificates issued will have State-wide validity and will not need endorsement in different counties.

Gentlemen of the Legislature, enlarge the sphere of usefulness of the State Superintendent, unfetter him by relieving him of the constant examination grind, and give him opportunity to devote his energies to the real functions of his office and place this machine work upon a capable body that has nothing else to do. You will protect the honest teacher against a fraudulent competitor, and prevent the innocent child and patron from being imposed upon by a dishonest person who has obtained his right to teach by questionable methods. The proportion of such teachers is small, it is true, but a dozen in the whole State are much too many.

Do not adjourn without providing a system of examining teachers, that shall prove impartial in execution, preserve perfect honesty, and bestow absolute justice is my prayer.

3. PRESCRIBE QUALIFICATIONS FOR ELIGIBILITY TO THE OFFICES OF STATE AND COUNTY SUPERINTENDENTS.

It is deemed unnecessary to attempt to offer any argument in support of this recommendation. This question has been discussed so much by the general public, and so many assemblages of educators have adopted resolutions favoring a law requiring competency in school officers, that it is thought superfluous to do more than request that some law prescribing these qualifications be not longer postponed.

Two or three Conventions of County Superintendents in this State have gone on record as favoring the requirement of qualifications for eligibility for these offices, though some of these officers are charged with helping to stifle the bill before the Legislature.

It is held by some that a Constitutional amendment is necessary before such a law can be enacted, if this be true, and some legislator will secure the adoption of such an amendment, it is confidently believed that the people of the State will show their approval by an almost unanimous ratification of the amendment at the polls. No one acquainted with public sentiment in this State can deny that there is a strong demand for the highest qualifications in school officers.

4. PROVIDE FOR THE RE-ORGANIZATION OF COUNTY BOARDS OF PUBLIC INSTRUCTION, INCREASE THE NUMBER TO FIVE AND MAKE WOMEN ELIGIBLE.

It is known that there is much opposition in many quarters to increasing the membership on County Boards of Public Instruction. In some cases this may be easily accounted for. The State Superintendent is thoroughly of the conviction that a Board of three members is entirely too small to grapple with the great problems arising in county school administration, and too small to handle the very large fund which many counties are now expending. The present number constituting the School Board renders it almost impossible to so organize the Board as to prevent the frequent and unfortunate occurrence of an entirely new Board and a new Superintendent having to take charge of the school affairs of a county. By making the elective members of a School Board four, and so arranging as to have the term of two members expire every two years, the term of Board members will thus be increased to four years and two members with some experience will always be retained upon the Board. In

order to prevent a tie the County Superintendent could be made the fifth member *ex officio* without extra pay and have a vote upon all matters except those particularly effecting himself.

It is nothing but absolute justice that women, who are taking a leading part in all matters pertaining to religion and education, should be given representation on School Boards. It is known that many Superintendents are opposed to the right of casting a vote, because they desire to continue to play the non-committal act and to hide behind the County Board in the execution of any policy that does not meet with popular favor. Much argument might be adduced in the advocacy of a County School Board constituted as proposed, but the above is deemed sufficient to cause consideration of the merits of the question.

5. CREATE A COMMISSION TO FORMULATE A STATE COURSE OF STUDY.

A Bill making such provision met with no opposition in the last Legislature, but died on the second reading on the calendar of the Senate simply by oversight. Nearly every school gathering of teachers, principals and school officers has passed resolutions requesting the Legislature to provide for a State Course of Study. No opposition to such a measure being known, and the demand for such a course is so universal, that it is deemed unnecessary to attempt any argument in support of this recommendation. All that the Legislature will have to do in this matter, is to provide that a Commission of some number of leading educators be appointed to formulate this course; and that a small fund be provided to pay the expenses of such Commission while doing the work, and for printing and promulgating such a course under the sanction of law.

6. CONTINUE THE POSITIONS OF RURAL SCHOOL INSPECTORS.

It is believed that the work of this new wheel in the State school machinery is becoming so well known, and the good results being accomplished in elevating the rural schools are so generally recognized, that it is not thought necessary to consume space by offering any argument in favor of this recommendation.

This new feature in State school systems has been adopted by nearly every State in the Union, and seems to be generally recognized as indispensable for the successful operation of a State school system, with due regard for the welfare of the rural schools.

The last State Teachers' Association, composed of teachers and school officers, held at Arcadia, so thoroughly approved of the work of these Inspectors that they adopted a resolution requesting the Legislature to create a Rural School Inspector for each Congressional District. This might be an advanced step, but the State Superintendent will be satisfied if the two positions already created are amply provided for. If it is desired to know "What good they do," or "Why are they necessary," the honest inquirer is requested to read the reports of the present Inspectors found in Chapter VI. of this report.

7. ENACT A LAW MAKING IT ILLEGAL FOR COUNTY BOARDS TO MAKE PURCHASES, OR LET CONTRACTS, TO THE VALUE OF \$100 OR MORE, EXCEPT UPON SEALED COMPETITIVE BIDS.

The reasons for recommending such a law are so patent that it is not thought necessary to offer any argument in favor of such a measure. It is understood that there is such a law governing the action of County Commissioners, if so, the same reasons obtain why the County Boards of Public Instruction should be similarly directed. Instances have been reported where a single

agent has appeared before a County Board and made sales of his wares amounting to hundreds, even thousands, of dollars when no competitor had any knowledge that such purchases would be made. The statement has been made that in many instances hundreds of dollars might have been saved to the county if the fact had been advertised that certain wares would be purchased, or certain contracts would be let. Suspicion has whispered that there was reason, in some cases, for haste and want of publicity. It does no one harm and casts suspicion on no one that all public business be done in the open, and that purchases and contracts for public work be let to the lowest responsible bidder. All of the State Boards operate upon this plan and there can be no sound reason why County Boards of Public Instruction should be permitted to do otherwise.

8. CREATE THE FREE TEXT-BOOK SYSTEM, PROVIDED IT IS FOUND FEASIBLE TO DO SO WITHOUT DIMINISHING PRESENT INADEQUATE SCHOOL FUNDS.

The present State Superintendent has hitherto opposed the principles involved in free text-books—wise men sometimes change their opinions, fools never. The demand for the adoption of the system has become so strong and so universal, that all personal opposition is withdrawn, provided the funds necessary to sustain the system are not taken from present school funds and thereby shorten the present too short school term.

9.—GIVE THE DEPARTMENT OF PUBLIC INSTRUCTION LARGER JURISDICTION OVER THE FINANCES OF THE SCHOOL FUNDS AND PROVIDE IT WITH AN AUDITOR.

At the present time the County Superintendents of Public Instruction are burdened with the making of a large number of reports and their accounts are all sub-

ject to audits by two departments, neither of which report to the Educational Department, which eventually bears the responsibility for the expenditure of the vast sum of money, over \$3,500,000, and growing annually, spent in maintaining the school system of the State.

The County Superintendents are now by law required to make a monthly report of all financial transactions to be filed with the Clerks of the Circuit Court and published; to make another and different monthly financial report to the State Auditor, and to make still another financial report semiannually to the Comptroller. They are further required to make an annual report to the State Superintendent of Public Instruction, which report must contain the most minute details of all the financial transactions of the year.

It is frequently noticed that these several reports vary one from the other in essential details. The State Superintendent of Public Instruction is never made acquainted with the substance of the reports made to the State Auditor and Comptroller, nor with the results of the audits made by these officers, and is therefore completely in the dark and compelled to accept the annual reports from the counties as correct, which is often not the case.

The County Superintendents, especially in the smaller counties, where they are not given clerks, are thus overburdened with office work and compelled to sacrifice the best interests of the schools to these voluminous, and, to my mind, unnecessary excess of reports.

It should be sufficient that a monthly report be published and an annual report be made to the State Superintendent (which also obtains publicity in his biennial report) and information given the State Auditor necessary to the verification of the reports of the Tax Collectors and County Depositories. All other reports should be abolished and abandoned, and the auditing of

the accounts of the County Superintendents put where it belongs—in the office of the State Superintendent of Public Instruction.

To this end the State Superintendent should be given a statistical clerk and auditor at a salary sufficient to secure a fully competent man, and provision made for the necessary traveling expenses to properly carry out the work.

It is often discovered from communications and reports made to the office that the county school authorities are all muddled in their finances and do not know where they stand. In all such cases the State Superintendent could send from the Department the Auditor authorized by law to check up county school officers and to assist in making reports that many such officers seem not to know how to make. This Auditor could report both to the Governor and to the State Superintendent, condition of county school affairs as he finds them.

The question may be asked why the regular State Auditors cannot do this work. It often happens that when this work needs to be done that the auditors are busy somewhere else.

10. CREATE THE POSITION OF STATE SCHOOL ARCHITECT.

These recommendations are intended to set out what is absolutely necessary to provide a perfect State school system, not considering whether or not such appropriations will be provided, or that the State is right now in condition, to justify such expenditures.

A wonderful spirit of school house building has come over the people in every part of the State like an epidemic, and it is believed that much public money is being wasted in the construction of imperfect and inadequate school houses. During the past four years over \$4,000,000 has been raised by bonds and otherwise to erect costly school buildings. It is believed that enough money has

been wasted in the erection of two of these buildings, that might be named, to have paid the cost of a State Architect for ten years. The general architect is not always a qualified person to take charge of and supervise the erection of proper school buildings. The lighting, heating, ventilating, and many other details need to be looked after in the erection of school houses that are not necessary to be considered in the erection of other buildings.

Without attempting an exhaustive argument why there should be a special architect to provide plans and supervise the erection of all school buildings in the State, it is here asserted that it is the duty of the State to take special charge of the erection of buildings costing such enormous amounts of money as are now being put into school houses. It is true that an occasional County Board is wise enough to employ a competent architect; but on the other hand, a great number under the foolish notion of saving a few dollars attempt to erect buildings without engaging the services of a capable architect. It is believed that one county in this State has paid out enough for the services of an architect to provide an architect that would draw the plans and supervise the erection of every school building in the State for the same time.

11. ENACT A LAW THAT NO TERM OF A PUBLIC SCHOOL SHOULD BE LESS THAN EIGHTY DAYS, AND MAKE IT UNLAWFUL FOR THE STATE SUPERINTENDENT TO APPORTION THE ONE MILL OR INTEREST FUND TO ANY COUNTY FOR ANY SCHOOL WHERE THE TERM WAS LESS THAN EIGHTY DAYS.

There exists widespread dissatisfaction with the apportionment of the Interest and One Mill Funds. It is held that certain counties receive undue proportions of these funds, which the law provides shall be apportioned upon the basis of average attendance upon the schools. There is then a double object in making this recommendation;

First, that no school term shall be less than eighty days; Second, to prevent certain counties from running some schools only 20 or 40 days in order that they may report a large average attendance and thereby secure an unjust proportion of these funds.

The latter recommendation, namely; that it be unlawful for the State Superintendent to apportion these funds to any county for schools that run less than eighty days will prevent an injustice being done and insure as much an 80 day term for every school.

12. REPEAL CHAPTER 6830, ACTS OF 1915.

While the school authorities of the State are generally demanding that Third Grade Certificates be abrogated altogether, it does seem beneath the dignity of a college to be demanding the special privilege of receiving without examination Third Grade and Second Grade Certificate for certain of its students. A college ought to aspire to higher things for its students, and it is enough for it to be asking the special privilege of receiving State certificates without examination for its four-year graduates, without lending its influence to perpetuate low grade certificates. The influence of any such college tends to make respectable a low standard of teachers while leading school officers all over the State are discounting such certificates and seeking to raise the standard of teachers. It is not believed that any law should remain in force which tends to lower the standard of education, even though any institution may increase its patronage through the enticements of low grade certificates and thereby obtain larger appropriations from the State.

13. AMEND CHAPTER 6540, ACTS OF 1913.

The State Superintendent is not averse to issuing State Certificates to graduates of Institutions of Higher Learn-

ing when the course completed is commensurate with the requirements for a State Certificate granted upon examination. There are several courses offered in nearly every Institution of Higher Learning in the State, and most of them are elective. It is believed that this Chapter should be so amended that a prescribed minimum course should be completed in any Institution before its graduates be decorated with a State Certificate without examination.

The courses completed by some of these graduates are very full, and if their grades have been correctly reported, which is not doubted, certificates granted to those graduates are worth infinitely more than the State Certificate acquired upon examination under Section 370 General Statutes. But on the other hand, some of the graduates of these Institutions complete a very meager elective course, worth practically nothing in comparison with a State Certificate taken by examination or the State Certificate issued other graduates of the same Institution.

Therefore, it is earnestly recommended that this Chapter 6540 be amended so as to specify a minimum course that must be completed by every graduate before receiving a State Certificate under this Act.

It is further suggested that certificates issued all graduates shall record the subjects studied and the grades made thereon, as well as show the Institution from which the holders graduated. This strikes the State Superintendent as absolute justice to all who acquire State Certificates by any method.

It is also recommended that it be definitely stated in Chapter 6540 whether it is the intention of the Legislature to award holders of certificates obtained by graduation, life certificates after a specified term of successful experience in teaching and let the law specify the term and all conditions. Amend this Act so all such matters shall be definitely stated that no contention may arise as to the interpretation of the law.

14. CREATE A COMMISSION TO RECAST AND CODIFY THE
SCHOOL LAWS.

The school laws have been built up by accretion. Since the first law creating the public school system in 1870, the system has undergone many changes, and there are parts of the old laws still among the statutes, much of it superfluous and obsolete in the administration of the schools at the present time. Besides, in the enactment of school laws it often happens that important connecting links are left out, hence it is found that the school laws of the State as a whole, are a jumbled mess, making it difficult to tell definitely in many cases what the law really is.

It is believed that if the laws were recast by a competent committee, which would cost but little, that they would not occupy more than half their present space and would be more intelligible. If this was done by a commission, under the authority of legislative action, this codification could be re-enacted at the next session of the Legislature, and the school laws would be briefer and clearer than they are at present.

15. PROVIDE FOR BETTER INVESTMENT OF THE STATE
SCHOOL FUND.

It will be noted in the items of the State School Fund published below, that the State of Florida holds \$368.167 in "Florida Refunding 3% Bonds." It is thought to be an injustice that the State should continue to hold so large amount of the State School Fund for which it pays only 3%, while this same fund can be made to produce much larger, or double the amount of interest. If these State bonds were retired and the State Board of Education was authorized to re-invest the money in securities within the State, such as the following table shows that a large part of this fund is invested, the interest thereon

would not only be largely increased, but the fund would help develope the State. It is not necessary that the State Board should be authorized to sell and re-invest \$246,500 of this fund now invested in Alabama and Virginia bonds, for the State Board now has the authority and it is believed that it will be done as soon as the latter bonds can be disposed of to advantage. This whole fund can be invested, if proper care is used, within the State in as safe securities as can be found in the United States. It is believed to be a wise policy to use the State's money within the State, rather than to permit others to use it at the small rate of 3% interest.

It is simply recommended that the Legislature make provision for retiring the \$368,167 of Florida refunding bonds, which may be done by degrees as the State Board may be able to safely invest the same. Thus the State School Fund may be used entirely within the State and let at such a rate of interest that the people will gladly use their own money, and pile up a much larger amount than is now being received for the State School Fund.

PRINCIPAL OF STATE SCHOOL FUND.

List of All Bonds Held By Said Fund, December 31, 1916.

Amount.	Class of Bonds:
\$ 242,800.00,	Florida Refunding 3% Bond.
125,367.00,	Florida Refunding 3% Bond.
45,000.00,	Alabama Registered 3½% Bonds.
10,000.00,	Marianna, Fla., 5% Bonds (not coupon).
201,500.00,	Virginia Century 3% Bonds.
32,000.00,	Lakeland, Fla., 5% Bonds.
55,000.00,	Sarasota, Fla., 5% Bonds.
23,000.00,	Milton, Fla., 5% Bonds.
3,500.00,	Pensacola, Fla., 6% Bonds.
13,000.00,	Pensacola, Fla., 4½% Bonds.
20,000.00,	Hillsboro County, Fla., 4% Bonds.

50,000.00, Madison Co., Fla., 5% Bonds.
 20,000.00, Ft. Meade, Fla., 5% Bonds.
 15,000.00, Ft. Myers, Fla., 5% Bonds.
 10,000.00, Live Oak, Fla., 5% Bonds.
 10,000.00, Newberry, Fla., 6% Bonds.
 25,000.00, DeSoto Co., Fla., 5% Bonds.
 26,000.00, Wauchula, Fla., 6% Bonds.
 50,000.00, Hernando Co., Fla., 5% Bonds.
 4,500.00, Panama City, Fla., 6% Bonds.
 15,000.00, Levy Co., Fla., 6% Bonds.
 20,000.00, Bay Co., Fla., Millville 5% Bonds.
 5,000.00, Marianna, Fla., 5% Bonds.
 30,000.00, Jasper, Fla., 5% Bonds.
 2,000.00, Pensacola, Fla., 4½% Bonds.
 20,000.00, Dade Co., Fla., 4½% Bonds.
 14,000.00, Jackson Co., Fla., 4% Bonds.
 16,000.00, Lake City, Fla., 5% Bonds.
 30,000.00, Arcadia, Fla., 5% Bonds.
 20,000.00, Mulberry, Fla., 6% Bonds.
 36,000.00, Holmes Co., Fla., 6% Bonds.
 43,500.00, DeSoto Co., Fla., 6% Bonds.
 35,000.00, Leesburg, Fla., 6% Bonds.
 20,000.00, DeSoto Co., Fla., 5% Bonds.
 30,000.00, Washington Co., Fla., 6% Bonds.
 25,000.00, Panama City, Fla., 5% Bonds.
 8,000.00, Pinellas Co., Fla., 6% Bonds.
 10,000.00, Milton, Fla., 5% Bonds.
 10,000.00, Milton, Fla., 5% Imp. Bonds.
 8,000.00, Marion Co., Fla., 5% School Bonds.
 10,000.00, Washington Co., Fla., 8% School Warrants.
 8,000.00, Holmes Co., 8% School Warrants.

\$1,397,167.00.

179,694.66 Uninvested, but drawing 4% per annum.

\$1,576,861.66 Total in Fund.

CONTINGENT EXPENSES.

Below is a statement of the office Contingent Expenses, reported in compliance with Section 4, Chapter 6423:

1914.

Balance in Fund July 1,

1914

\$ 973.43

July—A. McDougal, P. M., postage .	\$ 59.54
July—Geo. D. Barnard & Co., Letter-heads	28.00
July—T. J. Appleyard, clasp envelopes	7.25
July—Yaeger-Bethel Hdw. Co., map	.75
July—Western Union Tel. Co., telegrams	2.70
Aug.—Western Union Tel. Co., telegrams	.43
Aug.—A McDougal, P.M., postage...	6.05
Aug.—T. J. Appleyard, typewriter paper	2.00
Aug.—Weekly True Democrat, report blanks	50.00
Aug.—H. & W. B. Drew Co., envelopes and ink	4.45
Aug.—Remington Co., exchange typewriters	50.00
Sept.—Weekly True Democrat, examination papers	74.50
Sept.—Daily Sun, examination papers	30.00
Sept.—A. McDougal, P. M., postage..	.98
Sept.—Hardee-Smith Co., rat poison.	.25
Sept.—Western Union Tel. Co., telegrams	1.06
Sept.—Weekly True Democrat, examination papers	35.50

Sept.—Marshal-Bruce Co., paper ...	20.35
Oct.—T. J. Appleyard, ruling paper.	1.00
Oct.—A. McDougal, P. M., postage...	66.40
Oct.—Southern Express Co., express .	1.00
Oct.—Western Union Tel. Co., telegrams	5.16
Oct.—Sou Tel. & Const. Co., long distance	.50
Oct.—J. G. Fugate, Atlas	3.75
Oct.—P. W. Wilson & Co., pins	.50
Oct.—A. McDougal, P. M., postage ..	4.50
Nov.—Marshall-Bruce Co., special certificates	12.31
Nov.—T. J. Appleyard, ruling paper.	2.00
Nov.—Manual Arts Press, books	1.00
Nov.—A. McDougal, P. M., postage ..	4.00
Dec.—Western Union Tel. Co., telegrams	.38
Dec.—Weekly True Democrat, report blanks	17.70
Dec.—Daily Sun, examination papers	34.00
Total expenditures to	
Dec 3, 1914	\$ 528.01
Balance in Fund, Jan.1, 1915	\$ 445.42
Appropriation to June 30, 1915	1,000.00
Jan.—A. McDougal, Post Master....\$	5.04
Jan.—Southern Express Co., express.	1.09
Jan.—Southern Express Co., express.	.40
Jan.—H. R. Kauffman, typewriter supplies	1.50
Jan.—Western Union Tel Co., telegrams	.25
Jan.—Weekly True Democrat, Examination papers	9.00

Jan.—Geo. D. Barnard & Co., letter heads	21.77
Feb.—H. R. Kaufman, repairs typewriter	1.00
Feb.—H. R. Kaufman, typewriter supplies	1.00
Feb.—Southern Express Co., express.	1.40
Feb.—J. W. Corbett, lavatory.....	5.50
Feb.—J. H. Hill, paper	.90
Feb.—H. & W. B. Drew Co., Blanks.	3.59
Feb.—Western Union Tel. Co., telegrams	.25
Mar.—A McDougal, Post Master, postage	62.68
Mar.—Daily and Semi-Weekly Sun, 2M. price lists	5.00
Mar.—Western Union Tel. Co., telegrams	2.14
Mar.—Dan Allen, freight and drayage	4.63
Mar.—H. & W. B. Drew Co., blanks..	2.63
Apr.—J. F. Hill, typewriter paper...	1.75
Apr.—Western Union Tel. Co., telegrams	1.01
Apr.—A. McDougal, Post Master, postage	9.67
Apr.—Weekly True Democrat, Forms 8 and programs	17.50
Apr.—T. J. Appleyard, Endorsement certificates	1.75
May.—A. McDougal, Post Master, postage	49.92
May.—Western Union Tel. Co., telegrams	.75
May.—T. J. Appleyard, clasp envelopes	5.50
June—J. W. Corbett, book cases....	24.60

June—H. & W. B. Drew Co., Envelopes	4.25
June—Daily and Semi-Weekly Sun, examination papers	116.06
June—Western Union Tel. Co., telegrams	.79
June—Southern Express Co., express.	.60
June—A. McDougal, Post Master, postage	64.41
June—T. J. Appleyard, pamphlets and envelopes	15.75
June—Weekly True Democrat, blank reports	132.00
June—J. J. Grimm, grading examination papers	5.00
June—J. H. Workman, grading examination papers	5.00

Total expenditures to	
June 30, 1915	\$ 586.08
Balance July 1, 1915.....	\$ 859.34
July 1, appropriation.....	\$1,250.00
July—T. J. Appleyard, certificate blanks	3.50
July—Geo. D. Barnard & Co., letter heads	15.00
July—Weekly True Democrat, school registers	4.30
July—Miss Kate Sullivan, Grading examination papers	5.00
July—A. McDougal, Post Master, postage	4.47
July—Pensacola Journal, publishing notice	2.40
July—Tampa Times	1.80
July—Western Union Tel. Co., telegrams	2.84

July—Southern Express Co., express.	.75
July—Weekly True Democrat, school certificates	50.00
July—Miss C. Bowen, grading ex- amination papers	5.00
Aug.—A. McDougal, Post Master, postage	32.64
Aug.—Miss K. Sullivan, grading ex- amination papers	3.32
Aug.—Miss C. Bowen, grading exam- ination papers	6.66
Aug.—H. R. Kaufman, repairs type- writer	5.55
Aug.—Western Union Tel. Co., tele- grams	1.20
Aug.—Weekly True Democrat, exam- ination papers	22.50
Aug.—Brandon Printing Co., ex- amination papers	54.25
Aug.—Daily Sun, examination papers	33.96
Aug.—Drews paper House, envelopes	5.40
Sept.—A. McDougal, P. M., postage.	13.48
Sept.—Daily Sun, examination papers	115.88
Sept.—Western Union Tel. Co., tele- grams	2.89
Sept.—T. J. Appleyard, circulars...	5.50
Sept.—T. J. Appleyard, reports Coun- ty Superintendents	40.00
Sept.—T. J. Appleyard, answers to questions	2.50
Sept.—Daily Sun, primary certificates	4.00
Sept.—Southern Express Co., express	5.09
Sept.—Weekly True Democrat, finan- cial statement	65.15
Sept.—A. McDougal, P. M., postage.	68.72
Oct.—Western Union Tel. Co., tele- grams	4.95

Oct.—P. W. Wilson & Co., pins.....	.60
Oct.—A. Cousinier, light fixtures....	6.00
Oct.—Geo. D. Barnard & Co., desk..	20.00
Oct.—Drop-a-Line Indicator Co., indicator	5.00
Oct.—Weekly True Democrat, report blanks	25.00
Nov.—Southern Express Co., express.	2.79
Nov.—A. McDougal, P. M., postage..	17.05
Nov.—Western Union Tel. Co., telegrams	1.92
Nov.—E. M. Mathews, typewriting testimony	4.00
Nov.—T. J. Appleyard, teachers reports	103.00
Nov.—Southern Express Co., express	3.37
Dec.—T. J. Appleyard, blanks.....	7.00
Dec.—A. McDougal, P. M., postage..	53.88
Dec.—Western Union Tel. Co., telegrams	1.38
Dec.—Daily Sun, examination papers	50.61

Total expenditures to	
Dec. 31, 1915.....	\$1,316.00
Balance in fund, Dec. 31, 1915	\$ 793.34
Appropriation	2,500.00
Jan.—A. McDougal, P. M., postage .	8.89
Jan.—J. W. Corbett, book cases	20.50
Jan.—Western Union Tel. Co., telegrams	.50
Jan.—H. & W. B. Drew Co., letterheads	24.00
Jan.—Dan Allen, drayage	.25
Feb.—T. J. Appleyard, circulars	3.75
Feb.—A. McDougal, P. M., postage ..	19.02

Feb.—Underwood Co., Exchange type-writers	66.06
Feb.—J. F. Hill, sundry stationery..	1.20
Feb.—Weekly True Democrat, school directories	344.25
Mar.—A. McDougal, P. M., postage ..	166.94
Mar.—T. J. Appleyard, Sub. data book	3.40
Mar.—The Adder Mach. Co., 1 machine	4.10
Mar.—Western Union Tel. Co., telegrams	3.44
Mar.—Southern Express Co., express.	.75
Mar.—H. & W. B. Drew Co., Ex. on letterheads	.44
Mar.—E. W. Clark, envelopes	1.60
Mar.—Weekly True Democrat, report blanks	11.00
Apr.—A. McDougal, P. M., postage ..	78.85
Apr.—H. & W. B. Drew Co., ink	3.36
Apr.—Western Union Tel. Co., telegrams	.88
Apr.—Drews Paper House, envelopes	6.00
May—A. McDougal, P. M., postage..	17.60
May—Western Union Tel. Co., telegrams	.52
May—T. J. Appleyard, estimate blanks	4.85
May—Weekly True Democrat, circulars	5.50
June—A. McDougal, P. M., postage..	42.08
June—Western Union Tel. Co., telegrams	7.16

June—Daily Sun, Examination pa-	
pers	156.29
Total expenditures to	
June 30, 1916	\$1,003.18
Balance in fund July 1,	
1916	\$2,290.16

TEACHER-TRAINING DEPARTMENTS.

The Legislature of 1915 enacted Chapter 6830, providing for Teacher-Training Departments. Sections 1 and 2 of this Act read as follows:

"Section 1. The State Board of Education shall provide a Teacher-Training Department in one High School in each county of the State under such rules and regulations as shall be adopted by said State Board of Education; provided, that such High School shall have not less than ten pupils ready and prepared for and who will take the teacher-training course of study.

Sec. 2. The State Board of Education shall appropriate to each Teacher-Training Department the sum of five hundred (\$500.00) dollars, provided the County Board of Public Instruction appropriates an equal amount or more to secure a competent teacher, all of whose time shall be devoted to the Teacher-Training Department."

Section 3 appropriates \$25,000 for the maintenance of these Departments for each of two years, beginning July 1, 1915.

The State Board of Education in obedience to Section 1 of this Act prescribed rules and regulations for the establishment and government of these schools with the view of insuring that the appropriation might accomplish the purposes for which it was designed. If these regulations had not been adopted, it is evident that the whole \$25,000 would have been taken up and very little gained

in the way of supplying better qualified teachers for the State. Quite a number thought to seize upon this fund and get an additional \$500 added to the county apportionment for their schools, but were intercepted by the following regulations of the State Board of Education.

REGULATIONS OF THE STATE BOARD OF EDUCATION, UNDER
CHAPTER 6830, PROVIDING FOR TEACHER-
TRAINING DEPARTMENTS.

AS TO TEACHERS.

Regulation 1. The teacher of the Teacher-Training Department shall not be the principal of the High School, nor shall the Five Hundred Dollars (\$500.00) appropriated by the State for such Department be used in supplementing the salary of a principal, though the principal, or other capable teachers, may hear one or more recitations in said Department.

Regulation 2. No person shall be selected as teacher of any Teacher-Training Department who does not hold a valid Florida teacher's certificate, and the teacher of such Department in every County High School may be nominated by the County Board of Public Instruction, but must be approved by the State Board of Education before any appropriation will be made by said State Board for the salary of the teacher of any such Department.

Regulation 3. In the selection of teachers for such Training Departments preference shall be given to holders of Florida State Certificates, or to regular graduates of Standard Normal Schools who are legally certificated in this State, presenting satisfactory evidence of having had successful experience as teachers; Provided, That if it be necessary to employ teachers for such Departments with less qualifications than above prescribed, every such teacher shall be the holder of a valid First Grade Florida Certificate and a Special Certificate on Psychology, History of Education, and the Theory and Practice of Teaching, the latter also taken in Florida.

AS TO DUTY OF COUNTY BOARDS.

Regulation 4. Any County seeking to establish a Teacher-Training Department in any school within such County must appropriate from County School funds not less than Five Hundred Dollars (\$500.00) for the salary of the teacher of such Department, which, with the appropriation by the State Board of Education, fixes the salary of such teacher at not less than One Thousand Dollars (\$1,000.00) for eight months' service; Provided, That any County Board of Public Instruction shall not be prohibited from making the salary greater than One Thousand Dollars; Provided further, That more than one teacher may be employed for such Department and be paid from County or District fund, one or both.

Regulation 5. The salary of the teacher of every Teacher-Training Department shall be paid for the first four months from County funds. The Five Hundred Dollars appropriated from State funds shall be transmitted to the County Board of Public Instruction for the payment of the salary of the teacher for the last four months of the school; Provided, That monthly reports of such Department shall be made as required, on blanks furnished, to the State Board of Education and must show that the said Department has met all the requirements of the law and of these regulations.

AS TO TEACHER-PUPILS.

Regulation 6. Any school, before receiving State appropriation in aid of the establishment of a Teacher-Training Department, must present evidence that not less than ten (10) teacher-pupils will regularly attend such Department. Each of such pupils must be sixteen years of age, or over, and must have regularly and creditably completed the Eighth Grade of a school with a standard not lower than the average Eighth Grade course of study of Florida, or must have taught a public school for not less than six months.

AS TO RECITATIONS.

Regulation 7. The number of daily recitations by the teacher in a Teacher-Training Department shall not be less than six, nor exceed eight, per day, and all such recitations shall be forty-five (45) minute periods; Provided, That some recitations may be shorter than forty-five minutes and others as long as sixty (60) minutes, but the *average* shall not be less than forty-five (45) minute periods. One recitation daily of not less than forty-five (45) minutes shall be devoted to Pedagogy and Methods of Teaching.

Regulation 8. The term of every school establishing a Teacher-Training Department shall not be less than one hundred and sixty (160) days, or eight (8) months, of actual teaching in such Department.

AS TO ELIGIBILITY OF SCHOOLS.

Regulation 9. A Teacher-Training Department shall not be established in any school unless that school is recognized as a High School by the State Board of Education, and meets the requirements of a High School as prescribed by the regulations of said State Board of Education; Provided, That any county not having had a sufficient number of high school pupils in any one school as to have hitherto obtained recognition as a High School, the State Board of Education may, however, establish a Teacher-Training Department in such county with no present recognized High School, but which, by the close of the school year 1916-1917 shall have such recognized High School.

AS TO THE COURSE OF STUDY.

Regulation 10. All Teacher-Training Departments shall be conducted in accordance with an advisory Course of Study submitted by the State Board of Education, until such Course shall be perfected and made mandatory in all Teacher-Training Departments of the State.

Adopted August 28, 1915.

STATE BOARD OF EDUCATION.

Attest: W. N. SHEATS,
Sec'y and State Supt. Pub. Ins.

TEACHER-TRAINING DEPARTMENTS FOR TERM OF 1915-16.

It must be confessed that that the results of this law have been somewhat disappointing in the following respects; in the number of counties that qualified to receive the appropriation; in the enrollment. But there is this consolation that the total appropriation was not allowed to be wasted, and the greater part of it is still in hand. Many of the counties pled that they were not in a financial condition to appropriate \$500 from county funds in order to establish such a Department. Other counties claimed that they were unable to secure such teachers as were required by the regulations of the State Board of Education.

There must have been a great deal of truth in this latter claim, as the State Department was given considerable trouble in getting all those who did teach in these Departments to qualify with such certificates as the regulations of the State Board demanded.

The following table shows the counties that availed themselves of the benefits of the Act.

COUNTY	LOCATION	TEACHER
Alachua	Gainesville	J. O. Kinnaman.
DeSoto	Arcadia	Miss Inez McLaugh.
Holmes	Bonifay	Jos. J. Hathaway.
Pasco	Dade City	Mrs. Jessie N. Priest.
Pinellas	St. Petersburg	Miss Margaret S. Burney.
Taylor	Perry	W. T. Cash.
Walton	DeFuniak Springs	Miss Christine Gillis.
Washington	Chipley	Mrs. W. C. Lockey.

County	Length of Term	Enrollment	Average Attendance	Amt. Paid by State
Alachua	8 Months	13	11	\$ 500
DeSoto	8 Months	72	28	500
Holmes	8 Months	46	21	500
Pasco	4 Months	89	36	250
Pinellas	4 Months	19	16	250
Taylor	8 Months	35	22	500
Walton	8 Months	49	30	500
Washington	8 Months	56	30	500
Total		379	194	\$3,500

There was an increase in the number of schools established for the year 1916-17, though the number was not as great as anticipated. Of course this report is made before all the data can be obtained.

The following table gives the number of schools, their location, and the outlook for the year 1916-17.

**TEACHER-TRAINING DEPARTMENTS FOR TERM OF
1916-17.**

COUNTY	LOCATION	NAME OF TEACHER	Enrollment to January, 1917
DeSoto	Arcadia	Miss Inez M. McGaugh.....	23
Duval	Jacksonville	Mrs. B. M. Warner.....	23
Hamilton	Jasper	Miss Helen Coker.....	22
Holmes	Bonifay	Jos. J. Hathaway.....	21
Jackson	Marianna	Geo. J. Grace.....	14
Monroe	Key West.....	W. L. Osterhoudt.....	15
Pinellas	St. Petersburg.....	Miss Margaret S. Burney....	14
Polk	Bartow	Miss Eulah Jordan	16
Santa Rosa.....	Milton	J. T. Diamond.....	16
Taylor	Perry	W. T. Cash.....	23
Volusia	Daytona	Mrs. M. L. Norton.....	19
Walton	DeFuniak Springs.....	Miss Christine O. Gillis.....	18
Washington ...	Chipley	Fred R. Mason.....	23
		Total.....	245

**COMPULSORY SCHOOL ATTENDANCE LAW,
CHAPTER 6831, ACTS OF 1915.**

The present State Superintendent urged the enactment of a compulsory school attendance law at the session of the Legislature of 1895, and has continuously urged the passage of this law down to the Legislature of 1915, which enacted the existing local option compulsory attendance law. This was accepted as the best that could be secured at the time, on account of the strong opposition in some sections of the State to a State-wide mandatory law.

The Act of 1915, Chapter 6831, has not been given a trial except in a very limited way. Only three counties have availed themselves as a whole, of its provisions. The County Superintendent of Dade County reports that the operation of the law has been successful in that county, DeSoto County, also one of the three counties adopting the law, does not appear to have been successful in its execution. The County Superintendent of that county attributes the lack of successful enforcement to the in-

adequacy of the law—too many provisos and too many loopholes through which those wishing to evade the law can escape. The County Superintendent of Broward County, which also adopted the law for the entire county, thinks the time the law has been in operation too short to sufficiently demonstrate its worth or its weakness.

The Act has been put into effect in one district in Lee County, 8 in Hillsborough, 1 in Osceola, 1 in Suwannee, and in 1 district and 1 School Board district in Pasco County. The reports from Lee, Pasco and Suwannee Counties are that the results of the operation of the law, in those parts of these counties where it was adopted, was not successful. The reports from Hillsborough and Osceola Counties do not emphasize either the success or failure of the law.

In one district in Calhoun and in one in Volusia County, the adoption of the law was submitted to the voters and rejected.

A general survey of the sentiment, as far as it can be gathered from the reports of the several County Superintendents, would indicate that public opinion is fully in harmonw with the views heretofore expressed by the State Superintendent. That the Act of 1915 is merely a make-shift, inadequate, and not susceptible of successful operation, except in a few localities, and that a State-wide Mandatory Compulsory School Attendance Law is wanted, and that nothing less can accomplish the desired and necessary results. With less than one-half of the counties reporting on this subject, 21 emphatically favor a State-wide law, and only three counties reported the popular sentiment as being opposed to it.

TEACHING THE EVILS OF ALCOHOL AND NARCOTICS.

Chapter 6832, of the Acts of 1915, entitled "An Act requiring the teaching of the evils of Alcoholic Beverages and Narcotics to children in the primary grades of the

public schools," authorized and directed the State Superintendent of Public Instruction "to encourage and put in execution an effective system for teaching the evils of alcoholic stimulants and narcotics in the public schools of the State to all children between the ages of six and twelve years."

Complying with this excellent law, the State Superintendent has given every possible encouragement and aid to have the full intent of the Legislature carried out. At his instance, there was prepared by Dr. H. F. Watt and Miss Nellie Stevens, of Ocala, a hand-book called, "Health is Wealth," as a manual for teachers. This excellent work was not intended as a text-book, but as a guide for teachers in teaching the evils of alcoholic beverages and narcotics orally to the primary and other low-grade pupils, as required by the law.

In practically all the schools of the State the law is being complied with and the salutary lessons on the subject are producing good results. In many counties the County Board of Public Instruction has supplied "Health is Wealth" to the teachers, free of cost to them, and in some counties the teachers have themselves purchased the book, while in others the book is not used. On the whole, the law has been faithfully observed, but will receive the further careful attention of the State Superintendent to the end that the lesson of the evils of alcohol and narcotics shall be taught every child attending school in Florida.

SECTIONAL SCHOOL STATISTICS FOR 1916.

As there is such wide difference in apparent interest in public education and in school expenditures in the different sections of the State, it is thought that it would prove interesting to group the counties in five different sections of the State and give some statistics by sections.

as is shown in the table presented. The following gives the five groups and the names of the counties embraced in each:

WEST FLORIDA: Bay, Calhoun, Escambia, Franklin, Jackson, Holmes, Okaloosa, Santa Rosa (Walton, Washington)—10 counties.

MIDDLE FLORIDA: Gadsden, Hamilton, Jefferson, LaFayette, Leon, Liberty, Madison, Taylor, Wakulla—9 counties.

NORTH PENINSULAR FLORIDA: Alachua, Baker, Bradford, Clay, Columbia, Duval, Nassau, Putnam, St. Johns, Suwannee—10 counties.

CENTRAL PENINSULAR FLORIDA: Brevard, Citrus, Lake, Levy, Hernando, Marion, Orange, Pasco, Seminole, Sumter, Volusia—11 counties.

SOUTH CENTRAL PENINSULAR FLORIDA: Broward, Dade, DeSoto, Hillsborough, Lee, Monroe, Manatee, Osceola, Palm Beach, Polk, Pinellas, St. Lucie—12 counties.

SCHOOL POPULATION, ENROLLMENT, ETC.

GROUPS	Total Population	School Population	Enrollment	Average Attendance	Per Cent of Enrollment to School Population	Per Cent of Attendance to Enrollment
West Florida	168,470	59,248	38,940	27,479	66	71
Middle Florida	122,754	45,074	29,023	19,643	64	68
North Peninsular	238,993	74,079	47,068	34,344	64	73
Central Peninsular	139,905	43,594	31,000	23,063	71	74
South Peninsular	273,076	80,033	52,244	38,890	65	74
In State	943,198	302,028	198,364	144,319	66	73

SALARIES PAID TEACHERS.

GROUPS	Total Salaries	Per Capita Cost to Population	Per Capita Cost to School Population	Per Capita Cost to Enrollment	Per Capita Cost to Attendance	Average Monthly Salary
West Florida	\$ 282,519.79	\$ 1.68	\$ 4.77	\$ 7.25	\$10.28	\$47.29
Middle Florida	181,910.65	1.48	4.02	6.25	9.26	46.57
North Peninsular	447,226.64	1.87	6.00	9.52	13.02	52.98
Central Peninsular	395,988.35	2.83	9.08	12.74	17.17	55.79
South Peninsular	779,079.90	2.86	9.72	14.87	19.98	66.25
In State	\$2,086,725.33	\$ 2.21	\$ 6.91	\$10.52	\$14.46	\$56.24

TOTAL EXPENDITURE FOR SCHOOLS.

GROUPS	Total Expenditures	Per Capita Cost to Population	Per Capita Cost to School Population	Per Capita Cost to Enrollment	Per Capita Cost to Attendance
West Florida	\$ 485,053.02	\$ 2.88	\$ 8.20	\$12.45	\$17.62
Middle Florida	270,319.72	2.20	6.00	9.32	13.76
North Peninsular	692,606.11	2.48	9.35	14.69	20.14
Central Peninsular	602,388.68	4.31	13.82	19.38	26.12
South Peninsular	1,768,307.60	6.47	22.09	33.85	45.47
In State	\$3,818,675.13	\$ 4.05	\$12.64	\$19.25	\$26.44

CHAPTER III.

TABULATED STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR THE SCHOOL YEAR 1914-1915.

The school year, with which this Chapter deals began July 1, 1914, and ended June 30, 1915.

No one not having made such Statistical Tables has any conception of the amount of labor their preparation costs. It is hoped that those taking the trouble to investigate the facts presented will be stimulated and encouraged by the school growth in every respect in Florida, especially when compared with similar showings by other Southern States.

The statistics presented in Table I were carefully estimated from a comparison of the United States Census of 1900 and the school enrollment for the school year 1914-1915, and are approximately correct. All other facts are taken directly from the Annual Reports of County Superintendents, and are as reliable as are these reports.

The showing for the whole State is creditable in every particular, and gives Florida a high rank among the States in public education.

A careful investigation will disclose a remarkable disparity among the counties in the support provided for the schools and in the apparent interest in public education. Certain counties rank well with the average of

educational conditions in many of the best States of the United States, while the backwardness in other counties decreases the general average of the State.

By consulting the titles of the following tables, almost any desired educational fact may be readily found, though some items will be omitted in the statistics of this year which will be given in the next Chapter, because it is deemed sufficient to report such facts but once in two years.

TABLE I.—Total Population and School Population—State Census,
July, 1915.

1914-1915 Counties.	Total Population.			School Population (6 to 21).		
	Total.	White.	Negro.	Total.	White.	Negro.
In State	*920,181	559,787	360,394	294,464	178,648	115,816
Alachua	35,332	15,919	19,413	13,056	6,713	6,343
Baker	5,136	4,263	873	1,981	1,642	339
Bay	13,518	9,340	4,178	4,187	2,845	1,342
Bradford	16,202	11,665	4,537	6,109	4,362	1,747
Brevard	7,214	5,142	2,072	2,031	1,461	570
Broward	4,762	3,110	1,652	1,123	787	336
Calhoun	7,468	5,135	2,333	2,733	1,906	827
Citrus	5,235	2,959	2,276	1,665	991	674
Clay	7,257	4,305	2,952	2,321	1,455	866
Columbia	16,023	7,710	8,313	5,878	2,700	3,178
Dade	24,461	16,241	8,220	6,183	4,104	2,079
DeSoto	22,117	18,823	3,294	7,159	6,206	953
Duval	94,794	47,727	47,067	24,105	11,946	12,159
Escambia	41,112	25,883	15,229	13,193	8,824	4,369
Franklin	5,432	2,790	2,642	1,621	886	735
Gadsden	22,989	7,323	15,666	8,560	2,436	6,124
Hamilton	12,484	6,856	5,628	4,602	2,315	2,287
Hernando	6,291	3,194	3,097	1,883	1,989	894
Hillsborough	83,634	65,754	17,880	24,395	19,979	4,416
Holmes	14,097	12,577	1,520	5,192	4,691	501
Jackson	35,349	18,501	16,848	13,741	7,060	6,681
Jefferson	16,197	3,910	12,287	6,642	1,470	5,172
Lafayette	7,860	6,437	1,423	2,835	2,383	452
Lake	12,421	7,933	4,488	3,702	2,501	1,201
Lee	8,682	7,195	1,487	2,449	2,101	348
Leon	20,131	5,093	15,038	7,126	1,632	5,494
Levy	11,902	6,192	5,800	4,048	2,156	1,892
Liberty	4,920	2,591	2,329	1,735	953	782
Madison	17,832	7,913	9,919	6,587	2,774	3,813
Manatee	15,679	11,069	4,610	4,653	3,369	1,284
Marion	28,611	11,865	16,746	9,746	3,810	5,936
Monroe	19,607	14,698	4,909	5,889	4,196	1,693
Nassau	10,002	5,276	4,726	3,293	1,788	1,505
Orange	15,397	10,052	5,345	4,550	2,968	1,582
Osceola	10,937	9,305	1,632	2,959	2,464	495
Palm Beach	9,561	6,499	3,062	2,366	1,731	635
Pasco	9,634	7,187	2,447	2,941	2,276	665
Pinellas	18,788	14,144	4,644	4,834	3,591	1,243
Polk	37,421	25,952	11,469	12,301	8,606	3,695
Putnam	15,862	8,026	7,836	4,655	2,264	2,391
St. Johns	13,432	8,149	5,283	3,795	2,306	1,489
St. Lucie	8,589	6,331	2,258	2,609	1,974	635
Santa Rosa	20,745	14,634	6,111	7,374	5,419	1,955
Seminole	9,446	4,956	4,490	2,706	1,366	1,340
Sumter	7,517	4,934	2,583	2,607	1,698	909
Suwannee	20,286	11,815	8,471	7,666	4,317	3,349
Taylor	10,740	6,097	4,643	3,161	2,027	1,134
Volusia	21,783	12,950	8,833	6,276	3,624	2,652
Wakulla	7,606	3,208	4,398	3,159	1,267	1,892
Walton	16,473	12,031	4,442	5,788	4,218	1,570
Washington	11,123	8,128	2,995	4,294	3,151	1,143

*1,082 State convicts and 355 other races not included in this total.

TABLE II.—School Population, State Census 1915, Divided as to Ages and Sexes.

PART I.—White.

1914-1915. Counties.	Males (6 to 21)				Females (6 to 21)			
	Total.	Males 6-10 yrs.	Males 10-18 yrs.	Males 18-21 yrs.	Total.	Females 6-10 yrs.	Females 10-18 yrs.	Females 18-21 yrs.
In State	89,856	27,864	46,906	15,086	88,792	27,656	44,462	16,674
Alachua	3,387	1,043	1,780	564	3,326	948	1,710	668
Baker	855	275	433	147	787	266	401	120
Bay	1,357	458	713	186	1,488	539	697	252
Bradford	2,168	655	1,172	341	2,194	721	1,123	350
Brevard	772	245	410	117	689	201	378	110
Broward	409	144	208	57	378	133	190	55
Calhoun	974	316	512	146	932	307	475	150
Citrus	461	158	232	71	530	156	288	86
Clay	742	241	378	123	713	226	353	134
Columbia	1,324	390	697	237	1,376	403	704	269
Dade	2,057	635	1,024	398	2,047	596	1,055	396
DeSoto	3,295	994	1,732	569	2,911	922	1,462	527
Duval	5,764	1,396	3,276	1,092	6,182	1,825	3,069	1,288
Escambia	4,101	1,323	2,055	723	4,723	2,073	1,526	1,124
Franklin	408	118	215	75	428	98	226	104
Gadsden	1,245	383	662	200	1,191	356	604	231
Hamilton	1,154	369	602	183	1,161	359	599	203
Hernando	512	155	277	80	477	148	245	84
Hillsborough	10,187	3,164	5,327	1,696	9,792	3,009	5,026	1,757
Holmes	2,399	813	1,223	363	2,292	754	1,180	358
Jackson	3,593	1,190	1,896	507	3,467	1,124	1,762	581
Jefferson	741	231	402	108	729	219	368	142
Lafayette	1,221	357	630	234	1,162	349	584	229
Lake	1,253	380	644	229	1,248	318	648	282
Lee	1,063	362	514	187	1,038	323	551	164
Leon	834	261	431	142	798	245	401	152
Levy	1,119	383	533	203	1,087	293	545	199
Liberty	494	167	251	76	459	162	229	68
Madison	1,440	503	748	189	1,334	408	699	227
Manatee	1,765	560	877	328	1,604	518	784	302
Marion	1,909	556	995	358	1,901	562	985	354
Monroe	2,089	625	1,113	351	2,107	580	1,109	418
Nassau	798	265	406	127	990	291	504	195
Orange	1,433	425	741	267	1,535	426	785	324
Osceola	1,274	325	691	258	1,190	317	608	267
Palm Beach	905	292	464	149	826	249	427	150
Pasco	1,173	368	570	235	1,103	322	580	201
Pinellas	1,843	560	995	288	1,748	500	932	316
Polk	4,283	1,293	2,253	737	4,323	1,256	2,218	849
Putnam	1,216	378	628	210	1,048	330	514	204
St. Johns	1,174	371	606	197	1,132	335	591	206
St. Lucie	959	295	488	176	1,015	284	546	185
Santa Rosa	2,695	876	1,398	421	2,724	912	1,345	467
Seminole	662	197	359	106	704	198	359	147
Sumter	881	261	478	142	817	263	418	136
Suwannee	2,161	712	1,097	352	2,156	686	1,087	383
Taylor	1,021	354	492	175	1,006	299	501	206
Volusia	1,795	552	947	296	1,829	545	950	334
Wakulla	645	214	337	94	622	184	327	111
Walton	2,161	691	1,160	310	2,057	651	1,073	333
Washington	1,685	585	834	266	1,466	467	723	276

TABLE II.—School Population, State Census 1915, Divided as to Ages and Sexes.

PART II.—Negro.

1914-1915. Counties.	Males (6 to 21)				Females (6 to 21)			
	Total.	Males 6-10 yrs.	Males 10-18 yrs.	Males 18-21 yrs.	Total.	Females 6-10 yrs.	Females 10-18 yrs.	Females 18-21 yrs.
In State	56,815	16,879	29,830	10,106	59,001	17,015	29,784	12,202
Alachua	3,160	1,027	1,622	511	3,183	935	1,639	609
Baker	168	47	87	34	171	49	84	38
Bay	688	210	266	212	654	194	271	189
Bradford	847	241	456	150	900	284	439	177
Brevard	256	86	137	33	314	90	170	54
Broward	171	62	72	37	165	42	81	42
Calhoun	449	142	232	75	378	96	210	72
Citrus	330	117	169	44	344	119	168	57
Clay	426	120	203	103	440	125	219	96
Columbia	1,601	489	867	245	1,577	457	819	301
Dade	1,031	282	424	325	1,048	272	466	310
DeSoto	471	148	228	95	482	168	229	85
Duval	5,736	1,613	3,017	1,106	6,423	1,650	3,239	1,534
Escambia	2,186	610	1,128	448	2,183	699	896	588
Franklin	372	101	193	78	413	114	206	93
Gadsden	2,926	971	1,558	397	3,198	1,000	1,599	599
Hamilton	1,106	310	614	182	1,181	320	602	259
Herando	449	132	225	92	445	114	224	107
Hillsborough	2,126	538	1,104	394	2,290	587	1,180	523
Holmes	268	89	135	44	233	85	100	48
Jackson	3,380	980	1,894	506	3,301	1,021	1,754	526
Jefferson	2,591	738	1,515	338	2,581	750	1,395	436
Lafayette	227	56	112	59	225	59	104	62
Lake	541	201	218	122	660	183	317	160
Lee	173	41	91	41	175	51	91	33
Leon	2,731	807	1,553	371	2,763	781	1,471	511
Levy	956	300	452	204	936	296	437	203
Liberty	392	128	188	76	390	123	177	90
Madison	1,866	606	906	264	1,947	615	981	351
Manatee	628	185	287	156	656	182	298	176
Marion	2,872	782	1,587	503	3,064	826	1,668	570
Monroe	843	215	492	136	850	215	492	143
Nassau	677	224	351	102	828	264	423	141
Orange	710	234	370	106	872	245	425	202
Osceola	245	78	122	45	250	68	121	61
Palm Beach	361	116	172	73	274	109	70	95
Pasco	324	87	163	74	341	93	166	82
Pinellas	606	183	310	113	637	160	350	127
Polk	1,862	612	963	287	1,833	558	903	372
Putnam	1,121	259	616	246	1,270	338	666	266
St. Johns	723	209	380	134	766	220	377	169
St. Lucie	316	77	122	117	319	99	145	75
Santa Rosa	935	325	444	166	1,020	310	513	197
Seminole	623	161	354	108	717	204	357	156
Sumter	461	157	239	65	448	121	240	87
Suwannee	1,063	517	895	251	1,686	466	908	312
Taylor	583	143	271	169	551	162	251	138
Volusia	1,299	409	625	265	1,353	399	664	290
Wakulla	987	299	500	188	905	284	462	159
Walton	791	243	425	123	779	241	409	129
Washington	561	172	296	93	582	172	308	102

TABLE III.—Population by Sexes and Races, Ten Years of Age, Unable to Read and Write—State Census of 1915.

1914-1915. Counties.	Whites.			Negroes.			Percentage of Illiterates.		
	Total.	Males.	Females.	Total.	Males.	Females.	Both Races.	Whites.	Negroes.
In State	18,720	9,883	8,837	83,837	43,945	39,892	11.1	3.3	23.2
Alachua	641	360	281	4,167	2,202	1,965	13.3	4.0	21.4
Baker	16	6	10	48	29	19	1.2	0.4	5.0
Bay	431	230	201	1,064	550	514	11.0	4.6	25.4
Bradford	845	416	429	1,411	797	614	13.9	7.2	33.8
Brevard	33	19	14	214	131	83	3.4	0.6	10.3
Broward	7	3	4	749	440	309	15.9	0.2	45.3
Calhoun	412	219	193	996	585	411	18.9	8.2	42.7
Citrus	67	38	29	395	225	170	8.8	2.3	17.3
Clay	228	137	91	497	304	193	10.0	5.3	16.8
Columbia	298	183	115	2,145	1,116	1,029	15.2	3.9	25.8
Dade	68	41	27	1,346	719	627	5.8	0.4	16.4
DeSoto	386	202	184	728	469	259	5.0	2.1	22.1
Duval	505	264	241	7,657	3,743	3,914	8.6	1.1	16.3
Escambia	765	401	364	2,166	1,050	1,116	7.1	2.9	14.2
Franklin	199	110	89	728	394	334	17.1	7.8	27.5
Gadsden	207	109	98	4,999	2,445	2,554	22.6	2.8	31.9
Hamilton	308	163	145	2,349	1,198	1,151	21.3	4.5	41.7
Hernando	37	26	11	874	560	314	14.5	1.2	28.2
Hillsborough	1,930	820	1,110	2,078	1,046	1,032	4.8	2.9	11.6
Holmes	1,758	889	869	407	242	165	15.4	14.0	26.8
Jackson	1,716	909	807	5,944	2,842	3,102	21.7	9.3	35.3
Jefferson	49	22	27	3,734	1,662	2,072	23.3	1.3	30.4
Lafayette	512	295	217	505	319	186	12.9	7.9	35.5
Lake	27	12	15	1,801	1,074	727	14.7	0.3	40.1
Lee	167	96	71	176	113	63	3.9	2.3	11.8
Leon	163	92	71	5,542	2,587	2,955	28.3	3.2	36.8
Levy	256	135	121	1,074	585	489	11.1	4.1	18.5
Liberty	176	103	73	753	421	332	18.1	6.8	32.3
Madison	274	151	123	3,989	1,985	2,004	23.9	3.5	40.2
Manatee	106	46	60	1,149	678	471	8.0	0.9	24.9
Marion	220	117	103	3,605	1,919	1,686	13.3	1.8	21.5
Monroe	300	173	127	651	293	358	4.8	2.0	13.3
Nassau	361	214	147	1,176	661	515	15.3	6.8	24.9
Orange	125	77	48	695	365	330	5.3	1.2	13.0
Osceola	27	15	12	171	91	80	1.8	0.3	10.5
Palm Beach	29	15	14	255	145	110	3.0	0.4	8.3
Pasco	135	78	57	607	364	243	7.7	1.9	24.8
Pinellas	165	94	71	612	305	307	4.1	1.1	13.2
Polk	477	254	223	2,533	1,474	1,059	8.0	1.8	22.1
Putnam	31	13	18	1,304	726	578	8.4	0.4	16.6
St. Johns	199	91	108	800	446	354	7.4	0.2	15.1
St. Lucie	13	6	7	380	209	171	4.6	0.2	16.8
Santa Rosa	1,029	534	495	1,824	970	854	13.7	7.0	29.8
Seminole	65	36	29	502	261	241	6.0	1.3	11.2
Sumter	118	70	48	671	404	267	10.5	2.4	26.0
Suwannee	694	375	319	2,778	1,361	1,417	17.1	5.9	32.8
Taylor	380	210	170	1,217	921	296	14.9	6.2	26.2
Volusia	40	22	18	1,775	1,106	669	8.3	0.3	20.1
Wakulla	115	73	42	1,164	642	522	16.8	3.6	26.5
Walton	1,127	641	486	1,000	531	469	12.9	9.3	22.5
Washington	483	278	205	432	240	192	8.2	5.9	14.4

TABLE IV.—(a) Number of Schools Taught; (b) Aggregate Number of Days Schooling Given; (c) Average Length of Term in Days.

1914-1915. Counties.	Number of Schools.			Aggregate Number of Days Schooling Given.			Average Length of Term in Days.		
	Total.	White.	Negro.	Total.	White.	Negro.	Both.	White.	Negro.
In State	2,832	2,040	792	16,697,247	12,365,619	4,331,628	125	138	100
Alachua	109	69	40	687,874	452,084	215,790	119	144	88
Baker	29	25	4	84,443	76,741	7,702	101	109	58
Bay	44	32	12	177,194	144,951	32,243	111	118	88
Bradford	55	44	11	299,417	247,254	52,163	115	123	90
Brevard	39	32	7	168,072	140,592	27,480	132	151	82
Calhoun	43	32	11	114,532	98,670	15,862	92	101	60
Citrus	25	20	5	114,840	97,160	17,680	124	138	80
Clay	40	31	9	118,065	85,080	32,985	123	129	109
Columbia	82	50	32	335,456	192,440	143,016	105	125	87
Dade	42	33	9	539,612	477,663	61,949	153	158	126
DeSoto	79	75	4	521,765	487,433	34,332	137	138	131
Duval	78	49	29	1,521,081	1,090,298	430,783	153	159	139
Escambia	75	54	21	802,794	556,241	246,553	138	146	124
Franklin	8	6	2	84,034	59,764	24,270	134	152	103
Gadsden	69	29	40	350,303	181,280	169,023	97	136	73
Hamilton	62	46	16	181,688	137,692	43,996	97	114	66
Hernando	30	22	8	123,550	83,851	39,699	138	145	126
Hillsborough	96	80	16	1,468,668	1,254,862	213,806	146	149	132
Holmes	62	56	6	200,523	191,465	9,058	96	99	61
Jackson	125	78	47	571,805	338,700	233,105	97	111	81
Jefferson	56	19	37	257,306	101,206	156,100	100	150	83
Lafayette	52	47	5	121,969	107,766	14,203	116	118	101
Lake	55	40	15	267,297	205,617	61,680	143	158	110
Lee	34	32	2	190,768	176,875	13,893	135	137	113
Leon	89	44	45	349,559	134,150	215,409	105	143	91
Levy	56	40	16	211,783	141,927	69,856	127	138	110
Liberty	24	19	5	65,262	49,399	15,863	95	102	80
Madison	95	55	40	286,842	200,818	86,024	86	133	47
Manatee	51	46	5	328,591	284,815	43,776	135	142	100
Marion	111	61	50	662,470	323,996	338,474	125	145	111
Monroe	9	8	1	216,843	159,914	56,929	147	142	160
Nassau	64	48	16	205,273	116,329	88,944	120	116	125
Orange	45	29	16	347,718	249,536	98,182	147	152	135
Osceola	30	25	5	192,609	168,672	23,937	147	152	124
Palm Beach	32	23	9	254,941	196,782	58,159	147	157	120
Pasco	45	37	8	201,186	174,418	26,768	151	165	97
Pinellas	29	25	4	480,881	415,042	65,839	133	158	124
Polk	92	77	15	768,508	662,621	105,887	135	143	98
Putnam	63	38	25	279,641	158,637	121,004	122	140	105
St. Johns	37	27	10	279,896	189,743	90,153	151	160	137
St. Lucie	36	20	7	181,573	155,271	26,302	140	146	116
Santa Rosa	97	84	13	312,734	277,982	34,752	112	117	80
Seminole	18	10	8	216,895	132,913	83,982	154	160	146
Sumter	30	22	8	172,783	140,946	31,837	129	138	100
Suwannee	102	70	32	286,209	191,369	94,840	81	87	70
Taylor	41	39	2	134,308	125,834	8,474	120	135	46
Volusia	56	39	17	444,860	317,007	127,850	143	157	117
Wakulla	36	22	14	90,950	54,480	36,470	106	128	85
Walton	88	76	12	245,094	211,946	33,148	95	97	82
Washington	67	46	21	196,782	145,387	51,395	92	96	84

Broward County included in Dade and Palm Beach; Okaloosa in Santa Rosa and Walton.

TABLE V.—(a) Enrollment by Races and Sex; (b) Percentage of School Population (6 to 21) Enrolled.

1914-1915 Counties.	Enrollment.								Percent- age Enrolled.		
	Both Races.	White.	Negro.	White Males.	White Females.	Negro Males.	Negro Females.	Both.	White.	Negro.	
In State....	185,536	124,699	60,837	62,966	61,733	28,017	32,820	63	70	53	
Alachua ...	7,459	4,215	3,244	2,171	2,044	1,490	1,754	57	63	51	
Baker	1,378	1,188	190	620	568	88	102	70	72	56	
Bay	2,215	1,692	523	829	863	209	314	53	59	40	
Bradford	3,821	2,994	827	1,557	1,437	374	453	63	69	48	
Brevard	1,649	1,235	414	596	639	182	232	81	84	73	
Calhoun	1,879	1,536	343	782	754	143	200	69	81	41	
Citrus	1,114	853	261	458	395	128	133	67	86	38	
Clay	1,371	955	416	512	443	202	214	59	66	48	
Columbia	4,592	2,222	2,370	1,179	1,043	1,100	1,270	78	82	74	
Dade	4,494	3,845	649	1,900	1,945	296	353	65	83	28	
DeSoto	5,269	4,922	347	2,513	2,409	174	173	74	79	37	
Duval	13,071	8,707	4,364	4,244	4,463	1,980	2,384	54	73	36	
Escambia	7,332	4,906	2,426	2,402	2,504	1,009	1,417	56	56	56	
Franklin	813	518	295	233	285	117	178	50	62	36	
Gadsden	5,328	1,841	3,487	947	894	1,562	1,925	62	75	57	
Hamilton	2,498	1,632	866	847	785	373	493	54	70	38	
Hernando	1,274	847	427	412	435	178	249	68	85	48	
Hillsborough ..	12,875	10,734	2,141	5,457	5,277	989	1,152	58	54	48	
Holmes	3,514	3,320	194	1,713	1,607	91	103	68	71	39	
Jackson	8,772	4,813	3,959	2,433	2,380	1,870	2,089	64	68	59	
Jefferson	3,770	1,002	2,768	511	491	1,328	1,445	57	70	53	
Lafayette	1,743	1,556	187	826	730	85	102	61	63	41	
Lake	2,759	1,925	834	970	955	427	407	74	77	69	
Lee	1,828	1,640	188	795	845	96	92	75	78	56	
Leon	5,046	1,245	3,801	648	597	1,719	2,082	71	76	70	
Levy	2,403	1,513	890	762	751	411	479	60	70	42	
Liberty	1,035	753	282	387	366	139	143	60	79	36	
Madison	4,834	2,272	2,562	1,169	1,103	1,158	1,404	73	82	67	
Manatee	3,304	2,705	599	1,325	1,380	284	315	71	81	47	
Marion	7,364	3,004	4,360	1,530	1,474	2,044	2,316	76	78	73	
Monroe	2,261	1,646	615	813	833	308	307	38	40	36	
Nassau	2,356	1,363	993	684	679	455	538	71	76	66	
Orange	3,239	2,223	1,016	1,118	1,105	484	532	71	75	64	
Osceola	1,793	1,524	269	725	799	145	124	61	66	54	
Palm Beach....	2,373	1,682	691	840	842	325	366	87	84	92	
Pasco	2,191	1,842	349	924	918	158	191	78	81	52	
Pinellas	4,225	3,333	892	1,651	1,682	421	471	87	92	71	
Polk	7,635	6,244	1,391	3,143	3,101	659	732	62	72	88	
Putnam	3,224	1,589	1,635	816	773	756	879	70	70	70	
St. Johns....	2,483	1,594	889	828	766	408	486	65	69	60	
St. Lucie....	1,802	1,471	331	698	773	151	180	69	75	53	
Santa Rosa....	4,206	3,545	661	1,789	1,756	295	366	47	53	30	
Seminole	1,851	1,063	788	527	536	384	404	68	78	58	
Sumter	1,834	1,378	456	704	674	233	223	70	81	50	
Suwannee	5,049	3,219	1,830	1,634	1,585	854	976	66	75	55	
Taylor	1,775	1,532	243	807	725	102	141	56	76	21	
Volusia	4,020	2,632	1,388	1,285	1,347	682	706	64	73	52	
Wakulla	1,334	657	677	322	335	322	355	42	52	36	
Walton	3,843	3,247	596	1,686	1,561	256	340	53	60	33	
Washington ..	3,238	2,325	913	1,244	1,081	383	530	75	74	80	

Broward county included in Dade and Palm Beach counties; Okaloosa included in Santa Rosa and Walton.

TABLE VI.—(a) Average Daily Attendance of Pupils; (b) Percentages of Enrolled in Daily Attendance.

1914-1915. Counties.	Average Daily Attendance.								Per-centage.		
	Both Races.	White.	Negro.	White Males.	White Females.	Negro Males.	Negro Females.		Bot.	White.	Negro.
In State	132,959	89,650	43,309	44,686	44,964	19,604	23,705		72	72	71
Alachua	5,588	3,138	2,450	1,569	1,569	1,109	1,341		75	74	75
Baker	837	705	132	356	349	60	72		61	59	69
Bay	1,595	1,227	368	595	632	161	207		72	73	70
Bradford	2,592	2,012	580	1,025	987	260	320		68	67	70
Brevard	1,267	931	336	445	486	150	186		77	75	81
Calhoun	1,239	974	265	491	483	115	150		66	63	77
Citrus	923	702	221	330	372	107	114		83	82	85
Clay	963	661	302	346	315	138	166		70	70	70
Columbia	3,193	1,542	1,651	791	751	758	893		70	70	70
Dade	3,516	3,024	492	1,476	1,548	219	273		78	79	76
DeSoto	3,801	3,539	262	1,765	1,774	133	129		72	71	76
Duval	9,941	6,848	3,093	3,298	3,550	1,381	1,712		76	79	71
Escambia	5,796	3,804	1,992	1,853	1,951	811	1,181		79	78	82
Franklin	628	393	235	172	221	91	144		77	75	80
Gadsden	3,620	1,328	2,292	671	657	1,030	1,262		68	72	66
Hamilton	1,864	1,203	661	632	571	288	373		54	70	38
Hernando	893	578	315	297	281	129	186		70	68	74
Hillsborough ..	10,025	8,411	1,614	4,242	4,169	721	893		77	78	75
Holmes	2,086	1,938	148	1,008	930	65	83		59	58	76
Jackson	5,894	3,032	2,862	1,536	1,496	1,335	1,527		67	63	72
Jefferson	2,563	677	1,886	340	337	887	999		68	68	68
Lafayette	1,050	909	141	475	434	64	77		60	58	75
Lake	1,893	1,304	559	686	618	279	280		67	68	67
Lee	1,412	1,289	123	626	663	62	61		72	79	66
Leon	3,311	937	2,374	487	450	1,030	1,344		66	75	62
Levy	1,662	1,029	633	514	515	296	337		69	68	71
Liberty	685	486	199	251	235	91	108		66	65	71
Madison	3,334	1,510	1,824	740	770	803	1,021		69	67	71
Manatee	2,441	2,005	436	967	1,038	204	232		74	74	74
Marion	5,288	2,230	3,058	1,108	1,122	1,395	1,663		72	74	70
Monroe	1,479	1,124	355	541	583	159	196		66	70	58
Nassau	1,709	998	711	495	503	301	410		72	73	71
Orange	2,365	1,638	727	822	816	327	400		73	74	71
Osceola	1,318	1,125	193	516	609	103	90		73	74	72
Palm Beach...	1,736	1,253	483	617	636	213	270		73	74	70
Pasco	1,333	1,057	276	581	476	120	156		61	57	79
Pinellas	3,141	2,611	530	1,280	1,331	261	269		74	78	60
Polk	5,703	4,624	1,079	2,296	2,328	509	570		75	74	78
Putnam	2,287	1,131	1,156	578	553	547	609		71	71	71
St. Johns	1,845	1,187	658	640	547	294	364		74	74	74
St. Lucie	1,295	1,061	234	511	550	105	129		73	72	74
Santa Rosa...	2,800	2,367	433	1,197	1,170	184	249		66	67	65
Seminole	1,403	829	574	395	434	270	304		76	78	74
Sumter	1,337	1,018	319	508	510	160	159		73	74	70
Suwannee	3,551	2,192	1,359	1,083	1,109	635	724		70	68	74
Taylor	1,116	931	185	475	456	79	106		63	61	76
Volusia	3,116	2,023	1,093	977	1,046	538	555		78	77	79
Wakulla	856	431	425	208	223	202	223		64	64	64
Walton	2,577	2,173	404	1,090	1,083	171	233		67	67	67
Washington ..	2,122	1,511	611	784	727	256	355		66	65	67

TABLE VII.—Educational Status of Pupils Enrolled.
PART I.—Number in Chart, First and Second Grades.

1914-1915. Counties.	Chart.			First Grade.			Second Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	27,339	11,600	15,739	30,687	18,295	12,392	25,138	15,664	9,474
Alachua	1,419	494	925	1,131	508	623	952	488	464
Baker	245	186	59	228	188	40	199	164	35
Bay	268	94	174	442	327	115	300	227	73
Bradford	641	428	213	595	450	145	481	351	130
Brevard	196	86	110	193	143	50	217	155	62
Calhoun	295	240	55	300	182	118	259	189	70
Citrus	152	63	89	193	129	64	181	95	86
Clay	224	124	100	247	148	99	181	116	65
Columbia	1,005	219	786	712	331	381	575	235	340
Dade	536	321	215	691	552	139	531	417	114
DeSoto	565	453	112	708	643	65	639	581	58
Duval	1,211	271	940	2,175	1,387	788	1,950	1,276	674
Escambia	615	311	304	1,316	827	489	1,036	668	368
Franklin	114	60	54	124	69	55	86	43	43
Gadsden	1,181	227	954	1,096	216	880	664	203	461
Hamilton	541	237	304	397	199	198	328	199	129
Hernando	200	91	109	186	116	70	189	117	72
Hillsborough	1,148	567	581	2,373	1,938	435	1,761	1,535	226
Holmes	600	559	41	633	571	62	437	399	38
Jackson	1,372	569	803	1,816	798	1,018	1,386	646	740
Jefferson	562	91	471	853	116	737	669	116	553
Lafayette	225	178	47	287	247	40	228	198	30
Lake	245	88	157	383	223	160	351	212	139
Lee	158	123	35	334	264	70	235	213	22
Leon	1,153	112	1,041	1,086	216	870	722	173	549
Levy	459	222	237	340	151	189	332	180	152
Liberty	222	106	116	135	105	30	130	82	48
Madison	1,270	280	990	791	312	479	652	266	386
Hanatee	442	297	145	439	300	139	405	311	94
Marion	1,319	241	1,078	1,290	371	919	1,088	346	742
Monroe	459	231	228	416	336	80	438	350	88
Nassau	503	213	290	331	185	146	321	140	181
Orange	349	107	242	478	315	163	405	256	149
Osceola	245	158	87	163	140	23	244	203	41
Palm Beach	217	112	105	363	259	104	286	199	87
Pasco	330	246	84	278	188	90	252	190	62
Pinellas	312	59	253	611	489	122	590	446	144
Polk	805	464	341	1,247	928	319	916	678	238
Putnam	697	193	504	451	208	243	383	179	204
St. Johns	372	173	199	339	201	138	353	201	152
St. Lucie	243	152	91	249	193	56	211	174	37
Santa Rosa	608	417	191	639	515	124	572	462	110
Seminole	200	14	186	304	168	136	279	125	154
Sumter	241	147	94	231	151	80	226	156	70
Suwannee	1,077	425	652	801	423	378	631	348	283
Taylor	278	215	63	277	232	45	272	222	50
Volusia	573	189	384	530	320	210	506	327	179
Wakulla	216	72	144	236	89	147	227	101	126
Walton	555	415	140	660	529	131	500	415	85
Washington	476	260	216	589	399	190	412	291	121

TABLE VII.—Educational Status of Pupils Enrolled.
PART II.—Number in Third, Fourth and Fifth Grades.

1914-1915. Counties.	Third Grade.			Fourth Grade.			Fifth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	24,503	16,135	8,368	22,262	15,878	6,384	17,672	13,203	4,469
Alachua	891	502	389	900	588	312	688	435	253
Baker	164	146	18	175	156	19	133	121	12
Bay	335	252	83	265	215	50	217	199	18
Bradford	539	391	148	519	429	90	322	271	51
Brevard	221	166	55	220	158	62	173	133	40
Calhoun	299	239	60	190	169	21	178	164	14
Citrus	137	99	38	121	106	15	105	88	17
Clay	189	137	52	149	114	35	101	69	32
Columbia	537	282	255	543	265	278	437	248	189
Dade	566	475	91	478	437	41	446	414	32
DeSoto	732	680	52	677	636	41	514	506	8
Duval	1,938	1,330	608	1,797	1,262	535	1,319	973	346
Escambia	903	587	316	955	684	271	817	544	273
Franklin	129	66	63	105	62	43	69	52	17
Gadsden	699	224	475	519	180	339	516	217	299
Hamilton	298	216	82	257	198	59	234	173	61
Hernando	143	93	50	131	83	48	108	60	48
Hillsborough	1,671	1,363	308	1,556	1,306	250	1,230	1,066	164
Holmes	485	456	29	464	450	14	370	362	8
Jackson	1,179	607	572	1,038	593	445	731	474	257
Jefferson	527	119	408	421	130	291	304	103	201
Lafayette	204	176	28	233	211	22	199	183	16
Lake	390	269	121	380	263	117	273	209	64
Lee	208	187	21	248	231	17	201	181	20
Leon	621	118	503	472	101	371	382	119	263
Levy	297	187	110	299	215	84	240	186	54
Liberty	181	133	48	108	89	19	82	67	15
Madison	635	289	346	507	278	229	324	220	104
Manatee	400	319	81	381	303	78	330	300	30
Marion	962	369	593	809	378	431	614	307	307
Monroe	365	260	105	229	171	58	120	103	17
Nassau	298	160	138	266	181	85	259	190	69
Orange	423	280	143	426	289	137	312	226	86
Osceola	253	186	67	211	201	10	193	172	21
Palm Beach	320	216	104	269	176	93	271	191	80
Pasco	288	231	57	221	185	36	201	185	16
Pinellas	536	378	158	536	455	81	388	324	64
Polk	953	772	181	861	761	100	779	703	76
Putnam	407	206	201	375	190	185	263	156	107
St. Johns	325	196	129	273	173	100	254	180	74
St. Lucie	241	190	51	218	173	45	159	129	30
Santa Rosa	617	537	80	642	582	60	474	398	76
Seminole	207	117	90	228	135	93	192	126	66
Sumter	248	190	58	271	195	76	208	168	40
Suwannee	569	365	204	607	425	182	461	358	103
Taylor	256	223	33	237	207	30	160	145	15
Volusia	585	343	242	441	304	137	448	317	131
Wakulla	203	88	115	189	96	93	103	67	36
Walton	516	435	81	435	393	42	451	373	78
Washington	413	285	128	410	296	114	319	248	71

TABLE VII.—Educational Status of Pupils Enrolled.
PART III.—Sixth, Seventh and Eighth Grades.

1914-1915. Counties.	Sixth Grade.			Seventh Grade.			Eighth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	12,707	10,689	2,168	9,437	8,473	964	7,831	7,320	511
Alachua	472	318	154	403	339	64	323	285	38
Baker	95	92	3	69	65	4	45	45	...
Bay	147	139	8	101	100	1	84	83	1
Bradford	222	194	28	170	157	13	186	182	4
Brevard	155	131	24	87	78	9	110	108	2
Calhoun	100	96	4	121	120	1	121	121	...
Citrus	99	97	2	69	69	...	42	42	...
Clay	97	80	17	79	65	14	73	71	2
Columbia	248	177	71	204	153	51	201	191	10
Dade	384	370	14	256	253	3	223	228	...
DeSoto	395	391	4	343	339	4	356	353	3
Duval	914	702	212	654	542	112	460	370	90
Escambia	548	373	175	422	337	85	346	292	54
Franklin	54	40	14	24	21	3	38	35	3
Gadsden	253	186	67	137	128	9	126	124	2
Hamilton	155	137	18	134	121	13	73	71	2
Hernando	99	80	19	68	64	4	64	57	7
Hillsborough	1,004	927	77	691	641	50	689	647	42
Holmes	229	227	2	142	142	...	115	115	...
Jackson	493	410	83	329	305	24	240	223	17
Jefferson	138	69	69	95	67	28	112	102	10
Lafayette	187	185	2	89	87	2	60	60	...
Lake	216	173	43	179	156	23	169	159	10
Lee	135	132	3	110	110	...	65	65	...
Leon	254	132	122	114	85	29	77	71	6
Levy	155	127	28	118	92	26	103	93	10
Liberty	61	56	5	62	62	...	33	32	1
Madison	191	167	24	162	158	4	180	180	...
Manatee	280	254	26	230	225	5	178	177	1
Marion	369	267	202	340	279	61	258	238	20
Monroe	84	73	11	54	41	13	56	48	8
Nassau	120	85	35	112	91	21	100	85	15
Orange	245	199	46	207	177	30	175	167	8
Osceola	128	123	5	140	129	11	92	92	...
Palm Beach	193	146	47	141	105	36	115	95	20
Pasco	171	168	3	139	139	...	195	194	1
Pinellas	350	315	35	264	249	15	219	199	20
Polk	721	648	73	482	456	26	365	340	25
Putnam	220	135	85	178	132	46	151	123	28
St. Johns	161	123	38	144	125	19	139	119	20
St. Lucie	135	124	11	139	129	10	110	110	...
Santa Rosa	288	280	8	180	178	2	144	136	8
Seminole	131	99	32	107	89	18	72	61	11
Sumter	135	114	21	121	106	15	74	72	2
Suwannee	360	345	15	276	266	10	152	149	3
Taylor	130	123	7	58	58	...	72	72	...
Volusia	359	279	80	239	218	21	157	153	4
Wakulla	71	55	16	44	44	...	42	42	...
Walton	288	254	34	223	218	5	150	150	...
Washington	268	222	46	187	163	24	101	98	3

TABLE VII.—Educational Status of Pupils Enrolled.
PART IV.—Ninth, Tenth, Eleventh and Twelfth Grades.

1914-1915. Counties.	Ninth Grade.			Tenth Grade.			Eleventh Grade.			Twelfth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	3,929	3,721	208	2,092	1,983	109	1,065	1,027	38	774	761	13
Alachua	140	122	18	92	88	4	27	27	...	21	21	...
Baker	25	25	...	...	...	...	...	...	...	...	...	...
Bay	44	44	...	12	12	...	...	...	...	...	...	...
Bradford	106	101	5	25	25	...	9	9	...	6	6	...
Brevard	30	30	...	21	21	...	15	15	...	11	11	...
Calhoun	12	12	...	4	4	...	...	...	...	...	...	...
Citrus	25	25	...	23	23	...	14	14	...	3	3	...
Clay	16	16	...	6	6	...	7	7	...	2	2	...
Columbia	80	74	6	23	20	3	13	13	...	14	14	...
Dade	196	196	...	89	89	...	60	60	...	38	38	...
DeSoto	152	152	...	102	102	...	56	56	...	30	30	...
Duval	283	258	25	208	188	20	90	81	9	72	67	5
Escambia	162	114	48	102	77	25	76	62	14	34	30	4
Franklin	36	36	...	16	16	...	9	9	...	9	9	...
Gadsden	75	74	1	40	40	...	16	16	...	6	6	...
Hamilton	43	43	...	26	26	...	8	8	...	4	4	...
Hernando	40	40	...	23	23	...	8	8	...	15	15	...
Hillsborough	372	365	7	168	167	1	105	105	...	107	107	...
Holmes	28	28	...	11	11	...	...	...	...	...	...	...
Jackson	116	116	...	40	40	...	19	19	...	13	13	...
Jefferson	48	48	...	20	20	...	14	14	...	7	7	...
Lafayette	20	20	...	7	7	...	4	4	...	...	...	...
Lake	96	96	...	34	34	...	25	25	...	18	18	...
Lee	75	75	...	31	31	...	14	14	...	14	14	...
Leon	78	63	15	53	31	22	18	8	10	16	16	...
Levy	40	40	...	13	13	...	7	7	...	...	...	...
Liberty	16	16	...	4	4	...	1	1	...	...	...	...
Madison	76	76	...	36	36	...	4	4	...	6	6	...
Manatee	79	79	...	70	70	...	43	43	...	27	27	...
Marion	106	99	7	69	69	...	21	21	...	19	19	...
Monroe	25	18	7	4	4	...	9	9	...	2	2	...
Nassau	26	22	4	7	7	...	9	4	5	4	...	4
Orange	122	112	10	49	47	2	34	34	...	14	14	...
Osceola	49	45	4	31	31	...	26	26	...	18	18	...
Palm Beach	104	94	10	45	40	5	30	30	...	19	19	...
Pasco	49	49	...	34	34	...	19	19	...	14	14	...
Pinellas	173	173	...	110	110	...	72	72	...	64	64	...
Polk	220	213	7	161	156	5	72	72	...	53	53	...
Putnam	50	32	18	26	12	14	12	12	...	11	11	...
St. Johns	52	40	12	43	35	8	16	16	...	12	12	...
St. Lucie	46	46	...	32	32	...	10	10	...	9	9	...
Santa Rosa	32	30	2	10	10	...	...	...	...	...	...	...
Seminole	49	47	2	44	44	...	19	19	...	19	19	...
Sumter	44	44	...	27	27	...	5	5	...	3	3	...
Suwannee	68	68	...	21	21	...	19	19	...	7	7	...
Taylor	31	31	...	4	4	...	...	...	...	...	...	...
Volusia	94	94	...	41	41	...	21	21	...	26	26	...
Wakulla	3	3	...	...	...	...	...	...	...	...	...	...
Walton	34	34	...	21	21	...	3	3	...	7	7	...
Washington	43	43	...	14	14	...	6	6	...	...	...	...

TABLE VIII.—(a) Number of Teachers' Positions Filled; (b) Number of Different Teachers Employed.

1914-1915. Counties.	Teachers Positions Filled			Different Teachers Employed.							
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	White Males.	White Females.	Negro Males.	Negro Females.	
In State	5,576	4,324	1,252	5,377	4,258	1,119	960	3,298	247	872	
Alachua	230	165	65	191	153	38	26	127	10	28	
Baker	44	40	4	44	41	3	16	25	1	2	
Bay	72	57	15	75	59	16	11	48	1	15	
Bradford	104	89	15	94	85	9	27	58	3	6	
Brevard	70	56	14	66	54	12	18	36	5	7	
Calhoun	59	48	11	50	41	9	11	30	5	4	
Citrus	42	37	5	40	37	3	6	31	1	2	
Clay	54	41	13	62	47	15	8	39	5	10	
Columbia	125	81	44	106	77	29	15	62	12	17	
Dade	160	142	18	152	136	16	29	107	3	13	
DeSoto	185	178	7	180	173	7	52	121	2	5	
Duval	350	262	88	402	304	98	16	288	10	88	
Escambia	206	154	52	200	149	51	19	130	9	42	
Franklin	27	19	8	29	21	8	1	20	2	6	
Gadsden	109	66	43	99	78	21	12	66	7	14	
Hamilton	71	54	17	90	75	15	17	58	1	14	
Hernando	49	37	12	49	37	12	4	33	2	10	
Hillsboro	349	309	40	324	284	40	48	236	4	36	
Holmes	95	89	6	85	79	6	42	37	1	5	
Jackson	259	168	91	211	131	80	52	79	29	51	
Jefferson	84	43	41	84	43	41	11	32	19	22	
Lafayette	90	82	8	88	80	8	29	51	4	4	
Lake	100	79	21	95	80	15	16	64	3	12	
Lee	62	58	4	62	58	4	19	39	1	3	
Leon	110	58	52	108	60	48	7	53	8	40	
Levy	71	53	18	68	53	15	15	38	6	9	
Liberty	37	30	7	36	28	8	10	18	2	6	
Madison	119	76	43	93	69	24	24	45	9	15	
Manatee	118	106	12	118	106	12	25	81	2	10	
Marion	208	108	100	212	116	96	24	92	12	84	
Monroe	51	41	10	51	41	10	3	38	2	8	
Nassau	85	60	25	79	57	22	9	48	2	20	
Orange	107	79	28	106	79	27	9	70	2	25	
Osceola	63	54	9	62	53	9	8	45	3	6	
Palm Beach.	87	68	19	83	64	19	5	59	3	16	
Pasco	82	73	9	77	71	6	21	50	2	4	
Pinellas	132	115	17	129	112	17	17	95	3	14	
Polk	238	204	34	236	202	34	42	160	4	30	
Putnam	106	65	41	97	66	31	14	52	3	28	
St. Johns	83	60	23	85	63	22	9	54	2	20	
St. Lucie	61	52	9	61	51	10	13	38	5	5	
Santa Rosa	126	112	14	121	108	13	44	64	3	10	
Seminole	59	39	20	59	39	20	4	35	2	18	
Sumter	47	39	8	54	43	11	12	31	2	9	
Suwannee	122	96	26	127	92	35	34	58	11	24	
Taylor	65	62	3	65	63	2	29	34	1	1	
Volusia	146	114	32	142	115	27	20	95	7	20	
Wakulla	39	24	15	36	24	12	4	20	4	8	
Walton	127	115	12	106	96	10	33	63	4	6	
Washington	91	67	24	88	65	23	20	45	3	20	

TABLE IX.—PART I—Grades of County Certificates Held by Teachers Employed.

1914-1915. Counties.	Total.	Third Grade.			Second Grade.			First Grade.			Temporary		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State ...	5,377	1,277	820	427	1,983	1,541	442	1,225	1,140	85	311	220	91
Alachua ...	191	36	27	9	86	62	24	42	37	5	1	1	..
Baker	44	12	11	1	23	21	2	9	9	..	..	..	..
Bay	75	37	24	13	16	13	3	11	8	3	7	7	..
Bradford ...	94	29	23	6	32	29	3	24	24	..	..	..	..
Brevard	66	17	16	1	26	21	5	17	11	6	4	4	..
Calhoun	50	12	6	6	21	18	3	16	16	..	1	1	..
Citrus	40	7	4	3	13	13	..	19	19	..	..	..	2
Clay	62	16	11	5	29	22	7	7	6	1	8	6	2
Columbia ...	116	15	6	9	44	30	14	35	33	2	6	1	5
Dade	152	23	23	..	49	38	11	26	21	5	26	26	..
DeSoto	180	16	13	3	54	53	1	81	81	..	4	3	1
Duval	402	99	49	50	127	98	29	57	51	6	56	56	..
Escambia ...	200	57	26	31	90	73	17	27	26	1	3	3	..
Franklin ...	29	3	1	2	11	7	4	10	8	2	1	1	..
Gadsden ...	99	35	23	12	33	26	7	24	24	..	..	..	..
Hamilton ...	90	30	28	2	37	24	13	14	14	..	4	4	..
Hernando ...	49	2	1	1	20	11	9	25	24	1	2	1	..
Hillsboro ...	324	72	60	12	111	88	23	57	55	2	20	20	..
Holmes	85	34	30	4	37	35	2	10	10	..	3	3	..
Jackson ...	211	59	24	35	80	59	21	49	43	6	15	2	13
Jefferson ...	84	23	7	16	14	11	3	12	12	..	20	3	17
Lafayette ...	88	29	28	1	38	33	5	19	18	1	1	1	..
Lake	95	24	16	8	38	31	7	26	26	..	2	2	..
Lee	62	5	3	2	21	21	..	21	20	1	..	..	..
Leon	108	41	10	31	37	26	11	15	14	1	3	3	..
Levy	68	33	19	14	23	22	1	7	7	..	..	..	..
Liberty	36	11	9	2	16	11	5	8	7	1	..	..	..
Madison ...	93	26	14	12	39	32	7	20	19	1	4	1	3
Manatee ...	118	28	23	5	48	43	5	28	26	2	1	1	..
Marion	212	51	18	33	68	40	28	40	39	1	35	1	34
Monroe	51	6	4	2	19	14	5	19	17	2	3	2	1
Nassau	79	33	20	13	25	19	6	14	12	2	3	3	..
Orange	106	19	10	9	42	26	16	28	27	1	5	5	..
Osceola	62	9	5	4	20	16	4	23	22	1	..	..	..
Palm Beach.	83	12	2	10	25	17	8	19	19	..	8	8	..
Pasco	77	17	13	4	23	21	2	23	23	..	1	1	..
Pinellas ...	129	8	4	4	34	29	5	20	19	1	21	14	7
Polk	236	20	14	6	86	63	23	89	84	5	1	1	..
Putnam	97	28	20	8	46	28	18	10	8	2	2	2	..
St. Johns ...	85	26	12	14	29	21	8	16	15	1	5	5	..
St. Lucie ...	61	14	11	3	24	19	5	17	16	1	3	3	..
Santa Rosa.	121	32	26	6	64	58	6	22	21	1	..	..	..
Seminole ...	59	19	8	11	20	14	6	11	8	3	4	1	2
Sumter	54	8	1	7	18	16	2	20	20	..	3	1	..
Suwannee ...	127	27	20	7	63	39	24	25	22	3	8	8	..
Taylor	65	10	8	2	23	23	..	28	28	..	1	1	..
Volusia	142	20	14	6	48	37	11	47	43	4	11	7	4
Wakulla	36	9	4	5	22	16	6	5	4	1	..	..	..
Walton	106	52	45	7	32	29	3	11	11	..	3	3	..
Washington	88	26	26	..	39	25	14	22	18	9	1	1	..

TABLE IX.—PART II.—(a) Other Certificates Held by Teachers Employed;
(b) Number of Non-Resident Teachers.

1914-1915. Counties.	Primary 4-Year.	Primary Life.	Life 1st Grade.			Special.	State 5-Year.	State Life.	Non-Resident Teachers.					
			Total.	White.	Negro.				Of County.			Of State.		
									Total.	White.	Negro.	Total.	White.	Negro.
In State	76	80	114	93	21	186	63	†62	1,142	903	239	404	389	15
Alachua	5	6	2	2	...	8	1	4	75	67	8	6	6	...
Baker	...	...	...	...	...	...	...	...	21	21	...	1	1	...
Bay	...	...	4	4	...	...	...	...	27	14	13	...	...	...
Bradford	...	1	2	2	...	4	1	1	25	23	2	...	...	...
Brevard	...	...	...	...	...	...	...	2	25	18	7	...	...	...
Calhoun	...	...	...	...	...	...	...	...	14	6	8	1	1	...
Citrus	...	1	...	...	...	...	...	...	15	12	3	4	4	...
Clay	...	1	...	...	...	...	1	...	15	12	3	1	1	...
Columbia	...	1	3	3	...	...	...	...	30	21	9	1	1	...
Dade	3	1	...	...	...	13	9	...	23	22	1	64	64	...
DeSoto	2	2	3	1	2	15	1	2	37	31	6	17	17	...
Duval	1	20	19	17	2	18	1	4	...	...	...	...	...	...
Escambia	7	5	4	2	2	3	3	1	22	15	7	7	7	...
Franklin	1	...	...	...	...	1	...	...	6	5	1	1	1	...
Gadsden	1	2	1	...	1	2	...	1	26	22	4	15	14	1
Hamilton	1	...	3	3	...	...	...	1	22	17	5	6	6	...
Hernando	...	...	...	...	...	...	...	...	14	9	5	3	3	...
Hillsborough	9	13	16	13	3	16	2	8	22	20	2	29	29	...
Holmes	...	...	...	...	...	...	1	...	28	22	6	2	2	...
Jackson	5	...	2	2	...	1	...	...	31	18	13	5	5	...
Jefferson	2	2	9	4	5	...	...	2	7	7	...	3	3	...
Lafayette	...	...	1	1	...	...	...	...	50	42	8	1	1	...
Lake	...	1	...	...	...	1	1	2	25	22	3	4	4	...
Lee	1	3	2	2	...	6	1	2	21	20	1	7	7	...
Leon	2	1	2	2	...	4	1	2	8	6	2	4	4	...
Levy	...	1	2	2	...	...	...	2	20	16	4	5	5	...
Liberty	...	...	...	...	...	...	1	...	20	17	3	...	...	...
Madison	1	...	2	1	1	...	...	1	25	17	8	9	9	...
Manatee	2	...	...	...	...	6	3	...	36	36	...	7	7	...
Marion	...	2	3	3	...	4	8	1	67	40	27	12	6	6
Monroe	...	...	...	...	...	2	2	...	3	3	...	1	1	...
Nassau	...	...	1	...	1	1	1	1	6	6	...	2	2	...
Orange	...	2	...	...	...	5	3	2	13	9	4	13	12	1
Osceola	1	1	3	3	...	2	1	2	18	14	4	1	1	...
Palm Beach	1	3	2	1	1	11	...	2	15	10	5	32	32	...
Pasco	1	2	2	2	...	3	1	4	21	20	1	6	6	...
Pinellas	1	4	4	4	...	34	2	1	14	12	2	61	54	7
Polk	17	...	3	3	...	13	6	1	52	40	12	15	15	...
Putnam	...	2	6	5	1	2	...	1	15	10	5	3	3	...
St. Johns	...	1	2	1	1	4	...	2	13	12	1	12	12	...
St. Lucie	...	...	...	...	...	...	2	1	20	13	7	6	6	...
Santa Rosa	1	...	...	...	...	...	...	...	40	36	4	4	4	...
Seminole	...	...	1	1	...	...	...	...	...	...	...	...	...	...
Sumter	3	...	...	...	...	...	2	...	23	18	5	5	5	...
Suwannee	...	...	2	1	1	2	...	...	16	10	6	9	9	...
Taylor	1	...	...	...	...	1	...	...	26	26	...	5	5	...
Volusia	5	1	2	2	...	2	4	2	51	42	9	8	8	...
Wakulla	...	...	...	...	...	...	...	...	13	8	5	3	3	...
Walton	...	1	2	2	...	...	1	4	7	3	4	...	...	...
Washington	...	...	...	...	...	...	...	...	19	13	6	3	3	...

† One negro.

* Not reported.

TABLE X.—Result of Uniform Examinations.

1914-1915. Counties.	Total Examinees.	Failed to Pass.	Number and Grades of Certificates Issued.												
			To Whites.						To Negroes.						
			1st Grade.		2nd Grade.		3rd Grade.		1st Grade.		2nd Grade.		3rd Grade.		
			White.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
In State	3,466	680	625	158	213	188	496	198	608	8	7	20	33	42	190
Alachua	84	13	6	9	5	8	14	6	17	1	1	1	1	1	5
Baker	13	6	2	2	1	1	2	1	1	1	1	1	1	1	1
Bay	25	11	2	1	1	1	1	8	3	1	1	1	1	1	1
Bradford	48	24	4	5	3	3	3	3	2	3	1	1	1	1	1
Brevard	41	9	7	4	3	2	6	4	5	1	1	1	1	1	1
Calhoun	55	12	6	2	4	8	7	16	16	1	1	1	1	1	1
Citrus	16	3	1	1	1	1	6	1	4	1	1	1	1	1	1
Clay	59	17	13	1	2	1	2	2	17	4	1	1	1	1	1
Columbia	130	19	20	9	10	6	21	8	29	1	1	1	1	1	1
Dade	65	1	8	4	6	1	25	9	9	1	1	1	1	1	1
DeSoto	101	7	17	20	16	20	8	13	29	1	1	1	1	1	1
Duval	305	30	114	3	9	1	47	2	40	2	1	1	4	5	46
Escambia	136	42	37	1	7	3	15	1	26	1	1	1	1	1	4
Franklin	52	3	13	5	1	4	1	18	1	1	1	1	1	1	6
Gadsden	76	9	19	4	3	2	10	1	15	1	1	1	1	1	6
Hamilton	66	30	3	2	8	2	3	6	11	1	1	1	1	1	1
Hernando	33	6	2	6	3	7	9	9	9	1	1	1	1	1	1
Hillsborough	206	42	24	7	16	11	45	7	31	1	2	3	1	1	18
Holmes	86	43	1	3	2	9	5	9	12	1	1	1	1	1	1
Jackson	156	10	57	2	6	7	16	12	32	1	1	1	1	1	10
Jefferson	90	9	29	2	4	2	5	5	6	1	1	1	1	1	15
Lafayette	39	9	5	1	1	2	5	3	13	1	1	1	1	1	1
Lake	32	6	4	2	2	2	8	1	7	1	1	1	1	1	1
Lee	14	2	2	3	1	5	1	1	1	1	1	1	1	1	1
Leon	60	22	19	1	1	1	4	14	14	1	1	1	1	1	1
Levy	21	8	3	1	1	2	2	2	4	1	1	1	1	1	1
Liberty	17	8	2	1	1	3	1	4	4	1	1	1	1	1	1
Madison	163	64	2	5	10	15	18	17	32	1	1	1	1	1	1
Manatee	58	10	2	2	6	4	16	5	11	1	1	1	1	1	1
Marion	83	10	32	2	3	4	7	3	9	1	1	1	1	1	1
Monroe	17	1	1	1	5	3	3	1	1	1	1	1	1	1	1
Nassau	53	9	14	2	3	1	10	1	6	1	1	1	1	1	1
Orange	78	19	32	2	1	2	5	4	15	1	1	1	1	1	1
Osceola	26	6	2	1	2	1	10	1	4	1	1	1	1	1	1
Palm Beach	64	5	22	4	4	13	2	1	6	1	1	1	1	1	1
Pasco	101	20	4	10	13	6	14	11	22	1	1	1	1	1	1
Pinellas	51	5	10	4	2	1	15	1	6	1	1	1	1	1	1
Polk	105	6	11	11	21	6	23	6	17	1	1	1	1	1	1
Putnam	66	15	7	1	1	5	12	4	17	1	1	1	1	1	1
St. Johns	31	3	6	1	2	1	15	1	2	1	1	1	1	1	1
St. Lucie	24	3	1	2	1	3	6	3	6	1	1	1	1	1	1
Santa Rosa	56	21	4	1	1	9	5	6	10	1	1	1	1	1	1
Seminole	17	1	1	1	1	1	4	1	4	1	1	1	1	1	1
Sumter	29	3	3	2	2	3	3	4	9	1	1	1	1	1	1
Suwannee	156	10	41	2	1	8	13	13	26	1	1	1	1	1	1
Taylor	18	4	1	5	1	3	1	2	2	1	1	1	1	1	1
Volusia	39	7	7	2	3	1	9	3	6	1	1	1	1	1	1
Wakulla	26	3	1	4	1	2	6	1	7	1	1	1	1	1	1
Walton	83	36	13	4	3	5	6	3	13	1	1	1	1	1	1
Washington	96	20	28	2	1	3	5	13	18	1	1	1	1	1	1

TABLE XI.—Certain Facts Relative to Teachers Employed.

1914-1915. Counties.	Graduates of Normal Schools.				Attendance at Summer Schools.				Attendance at Teachers' Associations		Subscribers to Educational Journals.	
	White.		Negro.		White.		Negro.		White.	Negro.	White.	Negro.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
In State	195	468	32	86	224	874	33	192	630	89	2,053	437
Alachua	1	3			13	36	1	2	37	4	65	23
Baker	1				2	1			1		23	2
Bay	3	6		4							10	
Bradford	1	2			10	25			8		9	
Brevard	3	3	1	1	1	5			10	4	39	1
Calhoun					5	5					16	5
Citrus	3	2			3	16		1	7	1	21	1
Clay					5	10			1		18	
Columbia	9	3	4	3	3	17		1	6		43	8
Dade	9	17	1	1	6	25	2	5	30	1	89	12
DeSoto	19	23	1		13	29		2	20	4	98	5
Duval	4	25		3	6	142	3	16	10	3	167	56
Escambia	4	15	1	2	1	75	3	60	1		67	22
Franklin	1	5	1			4					15	6
Gadsden	5	6	1	1	4	23		1	4		43	8
Hamilton	5	10			2	5			2		23	3
Hernando	2	14		4	2	18	1	5	10	3	29	7
Hillsborough	12	22	2	3	10	58		7	73	11	210	27
Holmes	3	4			6	8					9	
Jackson	4	8	1		12	30	4	6	3	3	45	9
Jefferson	5	7				10					21	9
Lafayette					12	8			5		32	
Lake	3	7			5	17	3		23	2	49	13
Lee	4	3			3	8			11		14	
Leon		2			1	12	2	28	3		17	15
Levy	5	19	1		3	7	1	3	7		29	8
Liberty					2	8				1	10	4
Madison	5	5		3	9	7	1	1	11		40	9
Manatee	9	16	1	1	5	10	1	4	18	6	57	8
Marion	4	8			9	20	1	12	13	11	62	53
Monroe	1	2	1	1	1	11			1		2	
Nassau	1	6	1	3	2	16		6	3	3	16	4
Orange	2	7	1	2	1	9	1	1	10	3	14	4
Osceola	4	10	1	1	1	7	1		24	4	17	4
Palm Beach	4	18			2	9			13	2	33	10
Pasco	2	6		2	6	18		1	21		45	5
Pinellas	9	60	2	5	8	58	2	5	29		64	
Polk	11	36	1	5	11	32	1	4	90	18	162	13
Putnam	6	11	2	21	7	9	1	5	4	2	29	21
St. Johns					2	6		1	11		20	13
St. Lucie	4	6	4	1		9			6		41	5
Santa Rosa	1	2			15	18		1			52	4
Seminole	2	15	1	4					1			
Sumter	4	5			3	10	2	5	10		42	5
Suwannee	6	8							14		7	
Taylor	1	2			1	3			21		28	
Volusia	5	13	2	9	4	21	1	1	27	3	57	16
Wakulla	1	5	1	4	3	8	1	4	6		20	9
Walton	5	18			1	5			21		21	
Washington	2	3		2	4	6		2	4		13	10

TABLE XII.—(a) Age and Experience of Teachers; (b) Percentage of Males.

1914-1915. Counties.	Average.				Average Experience in Months.					Percentage of Males.			
	All Teachers.	White.		Negro.		All Teachers.	White.		Negro.		Both Races.	White.	Negro.
		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.			
In State	28	31	26	41	30	46	49	39	106	53	22	22	22
Alachua	27	26	26	38	30	53	36	36	139	70	19	16	27
Baker	23	25	21	38	24	22	30	17	30	17	29	29	33
Bay	28	34	29	28	25	32	50	28	26	21	24	40	7
Bradford	24	28	22	35	26	33	46	25	90	43	30	41	30
Brevard	29	33	26	35	33	39	33	35	64	55	40	33	42
Calhoun	25	24	23	36	25	19	17	14	51	21	33	28	55
Citrus	24	30	23	26	21	30	56	26	22	19	18	19	33
Clay	27	39	23	33	30	41	51	27	56	67	20	18	27
Columbia	25	29	24	31	25	38	55	28	65	30	30	29	35
Dade	30	31	26	40	30	42	59	37	88	36	20	21	19
DeSoto	27	30	25	52	30	50	57	32	222	68	33	33	29
Duval	25	32	23	39	26	54	41	51	106	72	6	6	10
Escambia	28	29	30	38	26	58	52	59	125	45	14	12	17
Franklin	29	37	27	49	28	48	154	38	210	57	10	5	25
Gadsden	27	30	24	42	30	46	67	33	115	44	20	18	23
Hamilton	24	27	22	37	27	29	40	24	50	30	22	25	7
Hernando	26	32	24	40	27	36	41	27	158	39	12	11	17
Hillsborough	29	34	28	42	28	55	73	49	157	56	16	17	10
Holmes	27	30	22	24	27	34	36	29	58	41	51	53	17
Jackson	27	25	26	38	25	47	42	36	105	37	40	40	40
Jefferson	30	24	29	41	24	52	41	56	88	21	34	26	44
Lafayette	23	24	21	33	33	20	18	16	62	47	37	36	50
Lake	28	27	27	41	29	42	61	32	180	59	20	20	25
Lee	27	36	27	23	23	51	56	39	33	20	32	33	25
Leon	30	29	27	49	31	54	67	36	155	54	14	12	18
Levy	26	27	24	34	28	39	32	25	139	44	31	28	40
Liberty	25	31	21	42	27	43	52	15	210	55	33	36	25
Madison	26	26	24	36	26	44	50	36	19	41	34	35	33
Manatee	28	29	27	42	31	44	42	42	142	54	25	26	17
Marion	27	28	24	39	38	39	47	38	95	29	17	21	13
Monroe	27	44	25	35	29	48	107	38	71	67	10	7	20
Nassau	26	29	23	45	29	33	47	20	152	45	14	16	9
Orange	29	27	29	31	30	46	54	41	80	53	10	11	8
Osceola	30	43	28	33	30	59	103	50	63	59	16	15	25
Palm Beach	31	34	32	33	26	63	110	59	84	39	14	13	15
Pasco	26	30	24	42	32	29	40	26	130	38	30	28	33
Pinellas	29	30	30	34	27	53	67	50	95	52	16	15	18
Polk	27	28	26	34	30	48	44	45	91	66	19	20	10
Putnam	27	31	25	40	29	45	47	37	112	54	17	21	6
St. Johns	29	36	27	39	32	62	114	43	172	84	13	14	10
St. Lucie	28	30	27	28	27	47	56	46	53	44	30	25	50
Santa Rosa	26	25	25	28	35	36	32	32	57	71	40	40	23
Seminole	29	32	28	35	29	42	62	36	62	46	10	10	10
Sumter	26	29	26	31	21	47	45	49	84	29	30	31	19
Suwannee	25	24	22	30	26	33	26	32	50	38	35	37	31
Taylor	25	26	24	39	18	32	30	30	194	4	46	46	50
Volusia	28	31	29	31	28	55	59	54	87	46	19	17	26
Wakulla	26	27	23	39	30	38	29	21	134	51	25	17	24
Walton	23	23	23	35	22	34	24	33	131	25	35	33	40
Washington	26	30	23	39	28	31	28	19	101	49	35	46	20

TABLE XIII.—Aggregate Days Teachers Taught.

1914-1915. Counties.	Both Races.	Whites.		Negroes.	
		Male.	Female.	Male.	Female.
In State	676,806	123,058	426,075	29,435	98,806
Alachua	25,232	3,585	16,223	1,592	3,832
Baker	4,022	1,564	2,238	140	80
Bay	7,685	2,225	4,309	100	1,051
Bradford	12,076	3,072	7,719	300	985
Brevard	8,681	2,437	5,384	320	540
Calhoun	5,211	1,432	3,116	423	240
Citrus	5,380	820	4,160	160	240
Clay	6,526	822	4,304	475	925
Columbia	13,065	2,597	6,808	1,185	2,475
Dade	22,209	4,469	15,760	460	1,520
DeSoto	22,123	7,101	14,153	280	589
Duval	54,629	2,839	38,424	1,540	11,826
Escambia	27,550	2,250	19,268	1,132	4,900
Franklin	3,566	150	2,596	210	610
Gadsden	11,100	1,487	6,520	735	2,358
Hamilton	7,153	1,638	4,415	80	1,020
Hernando	5,898	600	4,046	280	972
Hillsborough	44,692	6,229	33,364	520	4,579
Holmes	8,388	4,444	3,528	80	336
Jackson	20,431	6,082	7,389	2,896	4,064
Jefferson	9,436	1,506	4,510	1,460	1,960
Lafayette	7,602	2,867	4,162	250	323
Lake	13,136	2,209	8,627	540	1,760
Lee	8,710	2,660	5,610	120	320
Leon	14,942	880	6,939	2,928	4,195
Levy	9,080	2,060	5,120	780	1,120
Liberty	3,329	999	1,770	160	400
Madison	11,413	3,488	5,952	720	1,253
Manatee	15,763	3,505	11,097	195	966
Marion	25,492	2,870	12,221	1,700	8,701
Monroe	7,262	440	5,222	320	1,280
Nassau	9,765	1,220	5,575	320	2,650
Orange	15,216	1,300	10,426	270	3,220
Osceola	8,824	1,131	6,593	360	740
Palm Beach	11,917	1,540	8,184	341	1,852
Pasco	10,428	3,097	6,711	180	440
Pinellas	18,455	2,617	13,859	327	1,652
Polk	30,962	5,769	21,921	380	2,892
Putnam	12,729	1,838	6,807	330	3,754
St. Johns	12,329	1,167	8,032	320	2,810
St. Lucie	8,188	1,855	5,327	566	440
Santa Rosa	13,766	5,149	7,457	300	860
Seminole	8,965	640	5,505	300	2,520
Sumter	6,711	1,661	3,960	300	790
Suwannee	12,655	2,630	6,915	900	2,210
Taylor	7,258	2,984	4,034	160	80
Volusia	22,511	2,760	16,053	900	2,798
Wakulla	4,270	580	2,400	360	930
Walton	12,107	4,015	7,132	480	480
Washington	7,968	1,778	4,230	260	1,700

TABLE XIV—Aggregate Salaries Paid Teachers.

1914-1915. Counties.	Total.	To Whites.		To Negroes.	
		Male.	Female.	Male.	Female.
In State	\$ 1,886,229.81	\$482,305.60	\$ 1,198,089.20	\$ 53,069.55	\$152,765.46
Alachua	\$ 65,966.50	\$ 15,117.50	\$ 48,401.50	\$ 2,580.00	\$ 4,867.50
Baker	9,787.25	4,868.75	4,593.50	235.00	90.00
Bay	17,922.75	6,604.00	9,853.75	125.00	1,340.00
Bradford	30,846.75	10,623.50	18,276.00	550.00	1,397.25
Brevard	25,478.00	8,616.00	15,302.00	690.00	870.00
Calhoun	10,473.50	4,101.75	5,708.75	425.00	240.00
Citrus	15,055.00	4,315.00	10,340.00	160.00	240.00
Clay	14,735.75	2,872.00	9,486.75	897.50	1,477.50
Columbia	30,542.75	9,008.87	16,946.63	1,608.75	2,978.50
Dade	82,784.74	25,903.49	52,656.25	1,210.00	2,950.00
DeSoto	68,944.00	27,838.00	39,490.00	700.00	916.00
Duval	163,668.81	17,527.88	122,553.12	4,250.00	19,337.81
Escambia	74,874.80	9,707.50	52,398.30	2,895.00	9,874.00
Franklin	9,764.00	1,012.50	7,444.00	520.00	787.50
Gadsden	27,532.38	6,926.25	16,944.53	921.00	2,740.60
Hamilton	16,056.00	5,146.00	9,620.00	140.00	1,150.00
Hernando	16,965.00	3,180.00	11,830.00	570.00	1,785.00
Hillsborough	154,350.54	33,066.50	110,845.79	1,270.00	9,168.25
Holmes	20,961.70	12,323.35	8,136.75	100.00	401.60
Jackson	46,439.75	17,339.25	20,875.75	3,818.05	4,406.70
Jefferson	21,216.00	6,142.00	11,925.00	1,550.00	1,599.00
Lafayette	20,677.04	9,202.39	10,346.90	486.75	641.00
Lake	35,677.00	8,603.75	23,468.25	975.00	2,630.00
Lee	27,772.50	10,010.00	17,062.50	270.00	430.00
Leon	28,395.75	4,110.00	16,346.50	1,917.50	6,021.75
Levy	23,045.00	6,620.00	13,430.00	1,390.00	1,605.00
Liberty	6,927.00	2,913.25	3,258.75	240.00	515.00
Madison	23,954.75	9,355.50	12,493.75	835.00	1,270.50
Manatee	48,880.50	14,970.50	31,770.50	461.25	1,678.25
Marion	61,812.25	10,931.00	34,480.00	3,667.50	12,733.75
Monroe	19,404.25	2,900.00	13,144.25	960.00	2,400.00
Nassau	21,851.25	4,430.00	12,206.25	1,120.00	4,095.00
Orange	45,499.50	6,855.00	32,069.50	705.00	5,870.00
Osceola	26,642.00	5,302.75	19,359.25	720.00	1,260.00
Palm Beach	43,821.43	9,757.50	29,474.18	963.75	3,626.00
Pasco	29,727.50	10,928.75	17,978.75	295.00	525.00
Pinellas	71,732.00	17,058.75	50,175.50	1,109.25	3,388.50
Polk	97,876.75	25,924.75	64,861.75	1,105.00	5,985.25
Putnam	31,033.00	7,067.50	17,295.50	920.00	5,750.00
St. Johns	32,398.75	6,505.00	20,496.25	1,000.00	4,397.50
St. Lucie	23,407.75	6,479.00	14,833.50	1,265.25	830.00
Santa Rosa	33,463.50	13,719.25	18,099.25	475.00	1,170.00
Seminole	26,723.75	3,690.00	17,203.75	965.00	4,865.00
Sumter	18,487.50	7,281.25	9,640.00	500.00	1,066.25
Suwannee	27,106.25	6,796.00	16,302.75	1,315.00	2,692.50
Taylor	19,815.37	9,037.12	10,358.25	280.00	140.00
Volusia	62,054.25	11,426.25	43,328.50	2,275.00	4,824.50
Wakulla	7,531.50	1,415.00	4,599.00	515.00	1,002.50
Walton	28,859.25	11,335.50	16,363.75	620.00	540.00
Washington	17,288.50	5,439.75	8,813.75	440.00	2,595.00

TABLE XV.—Average Monthly Salaries Paid Teachers.

1914-1915. Counties.	All.	Whites.		Negroes.	
		Male.	Female.	Male.	Female.
In State	\$55.74	\$78.39	\$56.24	\$36.02	\$30.92
Alachua	52.29	84.34	53.50	32.41	25.40
Baker	48.67	62.26	41.05	33.57	22.50
Bay	46.64	59.36	45.73	25.00	25.50
Bradford	51.08	69.16	47.35	36.67	28.37
Brevard	58.70	70.71	56.84	41.87	32.22
Calhoun	40.20	53.55	36.64	20.00	20.00
Citrus	55.96	105.24	49.71	20.00	20.00
Clay	45.15	69.88	44.08	37.79	31.94
Columbia	46.75	69.38	49.06	26.92	24.07
Dade	74.55	115.92	66.82	55.43	38.82
DeSoto	62.32	78.41	55.80	50.00	31.10
Duval	59.92	123.48	63.78	55.10	32.70
Escambia	54.35	86.29	54.39	51.15	40.30
Franklin	54.76	135.00	57.35	49.52	25.82
Gadsden	49.61	93.16	51.98	25.06	23.24
Hamilton	44.89	62.83	43.57	35.00	22.55
Hernando	57.53	106.00	58.48	41.07	28.50
Hillsborough	69.07	106.17	66.44	48.85	40.05
Holmes	49.98	55.46	46.13	62.50	23.90
Jackson	45.46	57.02	56.51	26.37	21.68
Jefferson	44.96	81.56	52.88	21.23	16.32
Lafayette	54.40	64.19	49.72	38.94	39.70
Lake	54.32	77.89	54.41	36.11	29.89
Lee	63.77	88.58	60.83	45.00	26.87
Leon	38.01	93.41	47.11	13.10	28.71
Levy	50.76	64.27	52.46	35.64	28.66
Liberty	41.61	58.32	36.82	30.00	25.75
Madison	41.98	53.64	41.98	23.19	20.27
Manatee	62.02	85.42	57.26	47.31	34.74
Marion	48.49	76.17	56.43	43.14	29.27
Monroe	53.44	131.82	50.34	60.00	37.50
Nassau	44.75	72.62	43.79	70.00	30.90
Orange	59.80	105.46	61.52	52.22	36.46
Osceola	60.38	93.77	58.73	40.00	34.05
Palm Beach	73.54	126.72	72.05	56.52	39.16
Pasco	57.01	70.58	53.58	32.78	23.86
Pinellas	77.74	130.37	71.88	67.84	41.02
Polk	63.22	89.88	59.18	58.16	41.39
Putnam	48.76	76.90	50.81	55.76	30.63
St. Johns	52.55	111.48	51.04	62.50	31.30
St. Lucie	57.18	69.85	55.69	44.71	37.73
Santa Rosa	48.62	53.29	48.54	31.67	27.21
Seminole	59.62	115.31	62.50	54.33	38.61
Sumter	55.10	87.67	48.68	33.33	26.99
Suwannee	42.84	51.68	47.15	29.22	24.36
Taylor	54.60	60.60	51.30	35.00	35.00
Volusia	55.13	82.80	54.23	50.55	34.48
Wakulla	35.28	48.79	38.32	28.61	21.56
Walton	47.67	56.47	45.89	25.83	22.50
Washington	43.39	61.19	41.67	33.85	30.53

TABLE XVI.—Highest and Lowest Monthly Salaries Paid Teachers.

1914-1915. Counties.	Highest.				Lowest.			
	White.		Negro.		White.		Negro.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State	\$325	\$150	\$100	\$60	\$17	\$12½	\$15	\$15
Alachua	200	85	75	30	45	40	25	20
Baker	100	70	40	25	30	30	25	20
Bay	100	75	25	30	30	30	25	20
Bradford	150	77	45	34	35	20	25	25
Brevard	125	70	50	35	45	40	35	30
Calhoun	100	58	20	20	35	25	20	20
Citrus	150	75	20	20	60	25	20	20
Clay	125	60	60	40	45	20	30	30
Columbia	175	80	55	30	22½	35	20	20
Dade	277½	111	75	45	36	50	50	30
DeSoto	187½	85	50	35	40	35	50	30
Duval	300	150	90	60	40	20	35	30
Escambia	200	125	85	50	45	40	35	30
Franklin	135	135	60	30	135	30	40	25
Gadsden	200	90	40	25	50	12½	20	21
Hamilton	150	80	35	40	40	40	35	15
Hernando	150	70	45	35	50	30	35	15
Hillsborough	262½	125	50	60	20	20	45	25
Holmes	100	65	25	30	40	40	25	22
Jackson	150	75	40	27	17	17	17	17
Jefferson	150	65	35	22½	40	25	15	15
Lafayette	125	50	40	40	40	40	35	35
Lake	125	75	50	35	40	40	30	25
Lee	175	85	45	30	45	45	45	25
Leon	225	75	75	35	30	25	25	20
Levy	125	75	40	35	40	35	35	25
Liberty	85	50	30	30	30	30	30	20
Madison	125	60	35	35	35	35	20	17½
Manatee	175	100	55	40	45	50	40	30
Marion	225	125	100	40	40	40	40	15
Monroe	175	80	85	50	100	40	35	30
Nassau	150	60	100	50	35	35	40	20
Orange	175	100	70	40	45	40	30	30
Osceola	225	90	45	35	40	40	30	25
Palm Beach	250	123½	75	40	70	50	35	35
Pasco	150	80	35	25	45	40	30	25
Pinellas	325	150	90	60	70	55	55	35
Polk	235	100	70	50	45	45	45	35
Putnam	175	90	75	40	40	40	25	25
St. Johns	200	125	90	50	40	25	35	20
St. Lucie	130	90	55	40	50	20	30	35
Santa Rosa	150	70	40	30	40	40	25	20
Seminole	206½	120	90	45	45	40	30	30
Sumter	100	60	40	35	50	30	25	25
Suwannee	170	100	50	30	22½	35	25	20
Taylor	150	75	35	35	35	35	35	35
Volusia	175	150	75	35	40	40	35	30
Wakulla	65	65	31½	25	35	30	25	20
Walton	150	75	35	25	30	30	20	20
Washington	162½	80	40	40	30	20	30	25

TABLE XVII.—State School Taxation in 1914.
PART I.—One Mill Tax.

1914-1915. Counties.	Property Assessment.	Assessed.	Collected.	Apportion- ment.	Per Cent Returned.
In State	\$285,860,875	\$285,877.13	\$209,583.61	\$284,145.25	112
Alachua	7,758,565	7,758.56	5,580.22	9,640.85	173
Baker	1,533,678	1,533.68	1,265.01	1,672.40	132
Bay	2,879,471	2,879.47	1,767.09	2,410.55	136
Bradford	2,852,361	2,852.36	2,850.96	4,367.85	153
Brevard	4,306,505	4,306.50	4,160.38	2,062.75	50
Calhoun	1,922,703	1,922.70	964.17	2,205.20	229
Citrus	2,790,150	2,790.15	2,156.02	1,657.60	77
Clay	2,038,030	2,038.03	1,750.00	1,703.85	97
Columbia	3,492,100	3,492.10	2,534.41	5,553.70	219
Dade	9,694,166	9,694.16	5,672.58	5,254.00	93
DeSoto	8,268,016	8,271.84	5,255.00	6,097.60	116
Duval	38,628,057	38,628.05	29,123.83	17,567.60	60
Escambia	14,770,427	14,770.43	3,955.31	10,611.60	268
Franklin	1,396,345	1,396.34	279.11	1,080.40	387
Gadsden	2,329,289	2,329.29	2,293.28	6,771.00	252
Hamilton	2,506,431	2,506.43	1,974.94	3,065.45	155
Hernando	1,749,423	1,749.42	1,319.79	1,554.00	118
Hillsborough	20,869,438	20,869.44	15,414.08	16,083.90	104
Holmes	1,667,556	1,667.56	1,407.55	3,738.85	271
Jackson	4,916,818	4,916.80	3,918.51	10,711.50	271
Jefferson	2,433,278	2,433.28	2,287.17	5,513.00	241
Lafayette	2,903,189	2,903.18	2,749.43	1,831.50	67
Lake	5,703,703	5,703.70	5,342.65	3,132.05	60
Lee	7,006,678	7,006.67	6,890.37	2,203.35	32
Leon	3,774,000	3,774.00	1,933.80	9,401.70	486
Levy	3,655,215	3,665.50	3,544.05	2,963.70	84
Liberty	1,400,037	1,400.03	1,139.90	1,311.65	115
Madison	3,460,224	3,460.22	1,340.86	5,883.00	439
Manatee	8,085,100	8,085.10	4,288.54	4,173.60	97
Marion	7,027,966	7,027.96	6,452.00	9,390.60	146
Munroe	4,576,851	4,576.85	1,363.99	2,519.70	185
Nassau	3,270,494	3,270.49	1,895.81	3,082.10	162
Orange	6,571,988	6,571.99	6,329.06	3,833.10	62
Osceola	5,648,070	5,648.07	4,788.31	2,325.45	49
Palm Beach	7,387,200	7,387.20	5,686.81	2,608.50	46
Pasco	3,123,987	3,123.99	2,686.35	2,573.35	96
Pinellas	8,516,043	8,516.04	5,957.71	5,453.80	92
Polk	14,492,818	14,492.81	10,655.31	9,442.40	89
Putnam	5,612,478	5,612.48	4,825.37	4,045.95	84
St. Johns	4,936,498	4,936.49	4,008.68	3,128.35	78
St. Lucie	6,346,274	6,346.27	6,182.18	2,029.45	33
Santa Rosa	4,468,959	4,468.95	2,827.01	5,200.35	184
Seminole	4,182,035	4,182.04	3,201.54	2,610.45	82
Sumter	2,196,081	2,196.08	1,972.75	2,475.30	125
Suwannee	3,140,892	3,142.84	2,632.18	6,173.45	235
Taylor	3,160,176	3,160.17	2,968.49	1,702.00	57
Volusia	9,616,358	9,616.35	8,020.68	5,209.60	65
Wakulla	871,170	871.17	287.62	1,677.95	583
Walton	3,786,896	3,786.89	1,929.63	4,536.20	235
Washington	2,136,688	2,137.01	1,753.12	3,903.50	223

TABLE XVII.—County Taxation for Schools in 1914.
PART II.—Assessment and Collection of 1914; Delinquent Taxes Paid.

1914-1915. Counties.	No. of Mills Levied.	Assessed.	Collected.	Per Cent Collected.	Delinquent Taxes Paid.	Total.
In State . . . . .	....	\$1,941,486.93	\$1,397,870.18	72	\$ 285,282.97	\$1,683,153.15
Alachua	7	54,309.95	39,061.53	72	13,814.96	52,876.49
Baker	7	10,376.92	8,846.00	85	14.33	8,860.33
Bay	7	20,153.14	12,369.65	58	3,613.01	15,982.66
Bradford	7	19,967.31	19,956.64	99	15.84	19,972.48
Brevard	6	25,839.00	24,962.26	97	980.33	25,942.59
Calhoun	7	13,458.92	6,749.20	50	5,657.22	12,406.42
Citrus	6	16,740.89	12,936.12	77	81.58	13,017.70
Clay	6½	13,247.19	11,375.03	86	1,752.81	13,127.84
Columbia	7	24,444.70	17,740.87	73	1,379.91	19,120.78
Dade	6	58,164.99	34,035.47	59	1,652.64	35,688.11
DeSoto	7	57,876.11	36,785.66	64	10,822.27	47,607.93
Duval	7	270,396.40	203,866.81	75	26,523.76	230,390.57
Escambia	7	103,392.98	27,687.99	27	57,274.84	84,962.83
Franklin	7	9,795.58	1,953.80	20	5,794.79	7,748.59
Gadsden	7	16,305.02	16,199.98	99	86.56	16,286.54
Hamilton	5½	13,785.37	10,862.13	79	1,943.67	12,805.80
Hernando	7	12,245.96	9,238.54	75	703.03	9,941.57
Hillsborough	7	146,086.07	107,898.53	74	13,464.62	121,363.15
Holmes	7	11,672.89	9,545.04	82	1,257.97	10,803.01
Jackson	6	29,500.90	23,511.11	80	3,311.94	26,823.05
Jefferson	7	31,984.82	16,010.19	50	3,677.30	19,687.49
Lafayette	7	5,322.00	20,147.38	95	34.23	20,181.61
Lake	6	34,228.18	32,057.08	95	1,298.97	33,356.05
Lee	3½	24,523.38	24,116.34	98	1,758.87	25,875.21
Leon	7	26,404.00	13,536.56	51	8,852.20	22,388.76
Levy	7	25,585.00	21,752.76	85	303.82	22,056.58
Liberty	7	9,800.25	7,977.85	81	3,098.31	11,076.16
Madison	7	24,221.54	9,386.02	39	9,100.72	18,486.74
Manatee	7	56,595.70	30,190.77	53	13,800.82	43,991.59
Marion	5	35,229.83	32,259.98	91	1,738.75	33,998.73
Monroe	7	31,999.16	9,547.76	30	.....	9,547.76
Nassau	6½	21,312.37	12,085.77	57	4,238.17	16,323.94
Orange	7	46,003.91	44,303.44	95	3,092.70	47,396.14
Osceola	7	39,536.50	36,397.55	92	2,632.11	39,029.66
Palm Beach	7	51,710.40	39,807.67	77	11,131.46	50,939.13
Pasco	7	21,800.35	18,814.58	76	1,504.33	20,318.91
Pinellas	7	59,612.30	41,703.29	70	13,651.42	55,354.71
Polk	7	108,276.21	74,587.18	69	18,683.49	93,270.67
Putnam	6½	36,531.11	31,364.90	86	352.53	31,697.43
St. Johns	7	34,555.49	28,060.73	81	293.92	28,354.65
St. Lucie	6	38,077.64	37,093.05	96	941.81	38,034.86
Santa Rosa	7	31,282.71	19,789.10	93	3,911.34	23,700.44
Seminole	8½	29,273.97	26,812.81	91	1,033.95	27,846.76
Sumter	7	15,333.15	13,809.22	90	242.41	14,051.63
Suwannee	7	21,986.24	18,425.29	84	2,901.36	21,326.65
Taylor	7	22,662.33	18,313.24	81	474.18	18,787.42
Volusia	7	67,314.57	56,144.74	83	10,850.30	66,995.04
Wakulla	7	6,098.18	2,013.30	33	3,012.82	5,026.12
Walton	7	26,506.27	13,507.43	51	12,159.06	25,666.49
Washington	7	14,959.08	12,271.84	82	385.54	12,657.38

TABLE XVII.—PART III—Poll Taxes of 1914 and Delinquent Polls Paid.

1914-1915. Counties.	Assessed.	Collected.	Delinquent Polls Paid.	Total.
In State	\$79,570	\$43,923	\$8,163	\$52,086
Alachua	2,447	1,328	269	1,597
Baker	409	349	.....	349
Bay	1,126	600	152	752
Bradford	1,263	1,029	.....	1,029
Brevard	1,359	678	58	736
Calhoun	1,093	209	152	361
Citrus	497	456	17	473
Clay	790	593	60	653
Columbia	1,759	1,018	53	1,071
Dade	2,735	2,760	471	3,231
DeSoto	1,037	815	149	964
Duval	10,696	1,373	374	1,747
Escambia	5,984	557	216	773
Franklin	688	648	171	819
Gadsden	1,723	1,256	.....	1,256
Hamilton	1,119	565	20	585
Hernando	1,007	340	.....	348
Hillsborough	4,232	2,073	3,698	5,771
Holmes	1,450	834	63	897
Jackson	4,578	2,840	450	3,290
Jefferson	1,082	492	12	504
Lafayette	701	517	.....	517
Lake	1,443	1,079	47	1,126
Lee	598	659	208	867
Leon	1,250	717	37	754
Levy	715	688	.....	688
Liberty	525	247	.....	247
Madison	1,865	744	142	886
Manatee	1,600	644	154	778
Marion	2,918	2,401	51	2,452
Monroe	840	75	.....	75
Nassau	601	212	26	238
Orange	611	766	36	802
Osceola	485	589	28	617
Palm Beach	707	879	138	1,017
Pasco	703	466	24	490
Pinellas *	663	1,097	109	1,206
Polk	2,700	1,912	73	1,985
Putnam	1,037	1,065	3	1,068
St. Johns	255	281	95	376
St. Lucie	458	707	.....	707
Santa Rosa	1,542	893	127	1,020
Seminole	1,595	725	.....	725
Sumter	918	621	.....	621
Suwannee	1,899	1,307	36	1,343
Taylor	541	355	13	368
Volusia	1,114	1,964	13	1,977
Wakulla	890	79	236	315
Walton	2,118	692	194	886
Washington	1,204	729	.....	729

TABLE XVII.—PART IV—District Taxes of 1914.

1914-1915. Counties.	No. of Districts.	Assessed.	Collected.	Delinquent.	Total.
In State	765	\$675,557.59	\$470,033.20	\$ 80,801.61	\$550,834.81
Alachua	37	20,297.24	11,689.08	5,290.33	16,979.41
Baker	8	3,180.20	2,551.20	3.12	2,554.32
Bay	6	4,326.14	2,580.47	442.37	3,022.84
Bradford	26	7,368.35	6,018.69	4.18	6,022.87
Brevard	3	15,200.64	14,639.27	391.05	15,030.32
Calhoun	18	5,238.18	2,596.15	1,637.69	4,233.84
Citrus	16	8,092.13	6,041.79	.....	6,041.79
Clay	7	6,077.74	5,206.88	802.41	6,009.29
Columbia	10	6,203.48	4,780.06	349.63	5,129.69
Dade	13	28,886.76	28,594.19	772.40	29,366.59
DeSoto	37	34,860.94	20,345.91	6,623.60	26,969.51
Duval .....	.....	.....	.....	36.93	36.93
Escambia	10	6,218.29	2,373.69	.....	2,373.69
Franklin	2	3,481.36	1,136.16	331.61	1,467.77
Gadsden	8	4,755.26	4,169.84	64.86	4,234.70
Hamilton	3	3,036.43	2,073.21	606.41	2,679.62
Hernando	11	5,100.09	4,064.19	434.74	4,498.93
Hillsborough	58	107,431.95	51,318.03	18,138.49	69,456.52
Holmes	35	4,434.53	4,207.83	13.30	4,221.13
Jackson	6	9,013.91	7,080.41	62.57	7,142.98
Jefferson	2	950.28	866.93	204.12	1,071.05
Lafayette	19	6,953.18	6,845.84	.....	6,845.84
Lake	32	14,992.75	13,637.58	427.75	14,065.33
Lee	14	28,305.42	27,061.82	638.46	27,700.28
Leon	1	5,925.00	1,816.16	2,933.56	4,749.72
Levy	20	6,773.52	6,353.14	.....	6,353.14
Liberty	2	418.19	294.72	31.24	325.96
Madison	6	2,237.47	1,115.11	1,015.81	2,130.92
Manatee	39	23,966.14	10,778.25	5,588.75	16,367.00
Marion	38	26,027.27	15,141.69	1,847.68	16,989.37
Monroe	3	4,094.84	1,551.50	1,184.08	2,735.58
Nassau	17	28,266.73	26,287.09	1,225.20	27,512.29
Orange	6	6,240.46	5,696.13	870.46	6,566.59
Osceola	9	30,027.21	23,599.54	4,665.96	28,265.50
Pasco	37	9,665.44	8,600.46	331.47	8,931.93
Pinellas	15	50,848.39	35,066.12	10,386.43	45,452.55
Polk	46	56,806.13	39,055.08	5,011.81	44,066.89
Putnam	13	10,722.83	9,958.59	67.74	10,026.33
St. Johns	1	845.53	738.86	.....	738.86
St. Lucie	13	16,641.81	16,474.51	271.26	16,745.77
Santa Rosa	8	1,914.82	901.86	428.56	1,330.42
Seminole	9	11,148.86	10,421.70	.....	10,421.70
Sumter	13	6,561.66	4,833.19	91.35	4,924.54
Suwannee	16	6,013.31	5,168.63	948.46	6,117.09
Taylor	21	8,063.94	6,210.90	94.87	6,305.77
Volusia	21	16,030.51	2,208.69	3,721.49	5,930.18
Wakulla	6	2,006.17	427.12	1,196.49	1,623.61
Walton	16	5,309.00	3,391.27	1,612.92	5,004.19
Washington	8	4,597.11	4,063.67	.....	4,063.67

TABLE XVIII.—School Fund Receipts of 1914.
PART I.—Their Sources.

1914-1915. Counties.	Total Except Borrowed Receipts Money.	1 Cash from Last Year.	2 From County Taxes.	3 From Poll Taxes.	4 From District Taxes.
In State ...	\$3,364,631.72	\$671,226.70	\$1,688,153.15	\$52,086	\$550,833.81
Alachua	110,097.39	18,788.70	52,876.49	1,597	16,979.41
Baker	18,005.24	3,983.16	8,860.33	349	2,554.32
Bay	35,726.35	6,945.11	15,982.66	752	3,022.84
Bradford	45,093.64	9,896.65	19,972.48	1,029	6,022.87
Brevard	60,509.37	7,898.78	25,942.59	736	15,030.32
Calhoun	22,744.17	2,810.91	12,406.42	361	4,233.84
Citrus	27,327.30	4,138.21	13,017.70	473	6,041.79
Clay	24,470.31	2,077.41	13,127.84	653	6,009.29
Columbia	39,681.23	7,162.56	19,120.78	1,071	5,129.69
Dade	96,290.21	19,982.82	35,688.11	3,231	29,366.59
DeSoto	94,972.83	9,998.58	47,607.93	964	26,969.51
Duval	262,037.57	8,221.80	230,390.57	1,747	36.93
Escambia	130,924.98	28,730.19	84,962.83	773	2,375.69
Franklin	12,962.76	1,079.84	7,748.59	819	1,467.77
Gadsden	38,093.37	7,545.99	16,286.54	1,256	4,234.70
Hamilton	21,278.93	1,240.31	12,805.80	585	2,679.62
Hernando	19,837.17	2,756.72	9,941.57	348	4,498.93
Hillsborough ..	347,206.55	100,708.60	121,363.15	5,771	69,456.52
Holmes	26,712.27	5,572.26	10,803.01	897	4,221.13
Jackson	58,917.44	3,729.10	26,823.05	3,290	7,142.98
Jefferson	35,219.23	5,309.69	19,687.49	504	1,071.06
Lafayette	41,793.59	11,833.45	20,181.61	517	6,845.84
Lake	63,893.07	10,959.14	33,356.05	1,126	14,065.33
Lee	62,868.50	5,613.16	25,875.21	867	27,700.28
Leon	57,051.39	15,344.26	22,388.76	754	4,749.72
Levy	36,889.95	2,237.86	22,056.58	688	6,353.14
Liberty	19,295.25	5,837.98	11,076.16	247	325.96
Madison	29,841.97	661.26	18,486.74	886	2,130.92
Manatee	81,027.95	12,825.44	43,991.59	778	16,367.00
Marion	73,992.87	8,195.05	33,998.73	2,452	16,989.37
Monroe	30,200.00	11,029.54	9,547.76	75	.....
Nassau	23,409.44	143.82	16,323.94	238	2,735.58
Orange	125,804.23	44,524.39	47,396.14	802	27,512.29
Osceola	54,656.51	3,665.48	39,029.66	617	6,566.59
Palm Beach ..	130,265.64	46,167.62	50,939.13	1,017	28,265.50
Pasco	37,134.55	3,992.88	20,318.91	490	8,931.93
Pinellas	128,375.90	18,738.72	55,354.71	1,206	45,452.55
Polk	218,944.45	65,019.58	93,270.67	1,985	44,066.89
Putnam	51,310.74	2,827.08	31,697.43	1,068	10,026.33
St. Johns	43,978.25	667.67	28,354.65	376	738.86
St. Lucie	136,062.07	73,996.00	38,034.86	707	16,745.77
Santa Rosa ..	41,431.13	5,450.17	23,700.44	1,020	1,330.42
Seminole	45,337.45	2,935.39	27,846.76	725	10,421.70
Sumter	39,242.04	15,033.06	14,051.63	621	4,924.54
Suwannee	38,119.24	1,168.30	21,326.65	1,343	6,117.09
Taylor	33,091.25	5,038.97	18,787.42	368	6,304.77
Volusia	109,241.33	26,097.00	66,995.04	1,977	5,930.18
Wakulla	9,703.55	556.37	5,026.12	315	1,623.61
Walton	45,814.64	8,412.76	25,666.49	886	5,004.19
Washington ..	26,846.46	3,676.91	12,657.38	729	4,063.67

TABLE XVIII.—Total School Fund Receipts of 1914.
PART II.—Their Sources.

1914-1915. Counties.	From State Apportionment.		7 From Tuition Non-Res- ident Pupils.	8 Exami- nation Fees.	9 From Other Sources.
	5 Interest Fund.	6 One-Mill Tax.			
In State	\$ 63,282.50	\$234,145.25	\$2,805.84	\$3,224.00	\$103,874.47
Alachua	2,605.50	9,640.35	748.19	84.00	6,777.75
Baker	452.00	1,672.40	.....	13.00	121.03
Bay	651.50	2,410.55	.....	.....	5,961.69
Bradford	1,180.50	4,867.85	81.75	48.00	2,494.54
Brevard	557.50	2,062.75	16.00	41.00	8,224.43
Calhoun	596.00	2,205.20	.....	55.00	75.80
Citrus	448.00	1,657.60	.....	16.00	1,535.00
Clay	460.50	1,703.85	16.27	59.00	363.15
Columbia	1,501.00	5,553.70	.....	130.00	12.50
Dade	1,420.00	5,254.00	.....	65.00	1,282.69
DeSoto	1,648.00	6,097.60	233.78	101.00	1,352.43
Duval	4,748.00	17,567.60	70.00	143.00	12.67
Escambia	2,868.00	10,611.60	9.00	136.00	460.67
Franklin	292.00	1,080.40	.....	52.00	423.16
Gadsden	1,830.00	6,771.00	.....	76.00	93.14
Hamilton	828.50	3,065.45	.....	66.00	8.25
Hernando	420.00	1,554.00	.....	33.00	284.95
Hillsborough	4,347.00	16,083.90	.....	206.00	29,270.38
Holmes	1,010.50	3,738.85	240.00	86.00	143.52
Jackson	2,895.00	10,711.50	.....	56.00	4,269.81
Jefferson	1,490.00	5,513.00	.....	90.00	1,554.00
Lafayette	495.00	1,831.50	.....	39.00	50.19
Lake	846.50	3,132.05	354.00	32.00	22.00
Lee	595.50	2,203.35	.....	14.00	.....
Leon	2,541.00	9,401.70	.....	60.00	1,811.95
Levy	801.00	2,963.70	.....	21.00	1,768.67
Liberty	354.50	1,311.65	.....	17.00	125.00
Madison	1,590.00	5,883.00	.....	163.00	41.05
Manatee	1,128.00	4,173.60	6.25	58.00	1,700.97
Marion	2,588.00	9,390.60	.....	83.00	346.12
Monroe	681.00	2,519.70	.....	17.00	6,330.00
Nassau	883.00	3,082.10	.....	53.00	.....
Orange	1,063.00	3,983.10	.....	81.00	492.31
Osceola	628.50	2,325.45	.....	26.00	1,797.83
Palm Beach	705.00	2,608.50	.....	64.00	498.89
Pasco	695.50	2,573.35	.....	101.00	30.98
Pinellas	1,474.00	5,453.80	.....	51.00	645.12
Polk	2,552.00	9,442.40	.....	105.00	2,502.91
Putnam	1,093.50	4,045.95	124.45	67.00	361.00
St. Johns	845.50	3,128.35	.....	51.00	9,816.22
St. Lucie	548.50	2,029.45	290.15	27.00	3,683.34
Santa Rosa	1,405.50	5,200.35	.....	56.00	3,268.25
Seminole	678.50	2,510.45	16.00	35.00	168.65
Sumter	669.00	2,475.30	.....	29.00	1,438.51
Suwannee	1,668.50	6,173.45	.....	156.00	166.25
Taylor	460.00	1,702.00	.....	18.00	412.09
Volusia	1,408.00	5,209.60	.....	39.00	1,585.51
Wakulla	453.50	1,677.95	.....	26.00	25.00
Walton	1,226.00	4,536.20	.....	83.00	.....
Washington	1,055.00	3,903.50	600.00	96.00	65.00

TABLE XIX.—Summary of Expenditures of Public School Funds.

1914-1915. Counties.	Total Warrants Drawn.	Warrants for Debts and Borrowed Money.	Expenditures.		
			Total.	For Schools Proper.	For Administra- tion, Etc.
In State	\$4,749,918.37	\$845,522.55	\$3,904,395.82	\$3,409,809.52	\$495,086.30
Alachua	142,927.47	52,000.00	90,927.47	82,020.64	8,906.83
Baker	21,438.80	7,303.50	14,135.30	11,792.22	2,343.08
Bay	56,697.63	7,095.66	49,601.97	45,518.50	4,083.47
Bradford	93,755.10	46,951.68	46,803.42	41,901.84	4,901.58
Brevard	46,265.52	.....	46,265.52	36,264.16	10,001.36
Calhoun	31,547.16	12,423.24	19,123.92	15,943.25	3,180.67
Citrus	35,538.06	10,700.00	24,838.06	18,961.32	5,876.74
Clay	24,008.20	1,000.00	23,008.20	17,940.15	5,068.05
Columbia	59,080.31	17,400.00	41,680.31	37,634.63	4,045.68
Dade	418,099.19	59,307.00	358,792.19	329,857.67	28,934.52
DeSoto	224,052.41	14,000.00	210,052.41	196,983.77	13,068.64
Duval	250,799.01	15,000.00	235,799.01	202,772.55	33,026.46
Escambia	125,785.53	17,918.10	107,867.43	96,229.69	11,637.74
Franklin	51,646.26	30,281.69	21,364.57	17,445.46	3,919.11
Gadsden	38,236.30	6,700.00	31,536.30	29,214.87	2,321.43
Hamilton	20,166.50	.....	20,166.50	17,390.74	2,805.76
Hernando	30,509.18	5,233.91	25,275.27	21,387.14	3,888.13
Hillsborough	493,642.79	74,500.00	419,142.79	308,896.05	110,246.74
Holmes	33,101.53	3,070.10	30,031.43	25,913.05	4,118.38
Jackson	61,742.51	.....	61,742.51	54,018.92	7,723.59
Jefferson	117,270.22	63,747.15	53,523.07	49,202.63	4,320.44
Lafayette	39,659.12	7,622.79	32,036.33	28,606.69	3,429.64
Lake	92,063.88	.....	92,063.88	87,071.42	4,992.46
Lee	115,222.75	29,000.00	86,222.75	80,704.12	5,518.63
Leon	60,840.23	13,306.70	47,533.53	39,847.86	7,685.67
Levy	38,048.91	.....	38,048.91	25,669.72	12,379.19
Liberty	21,958.10	11,500.00	10,458.10	8,146.14	2,311.96
Madison	35,110.15	.....	35,110.15	31,520.27	3,589.88
Manatee	132,392.95	20,340.00	112,052.95	93,259.70	18,793.25
Marion	337,253.33	159,785.69	177,467.64	161,794.88	15,672.76
Monroe	47,215.63	7,900.00	39,315.63	36,201.42	3,114.21
Nassau	29,389.87	.....	29,389.87	25,816.17	3,573.70
Orange	102,741.10	3,459.50	99,281.60	89,614.55	9,667.05
Osceola	67,579.98	26,500.00	41,079.98	33,659.63	7,420.35
Palm Beach	130,378.13	.....	130,378.13	120,844.31	9,533.82
Pasco	69,636.65	.....	69,636.65	57,340.29	12,296.36
Pinellas	243,750.76	70,500.00	173,250.76	153,570.81	19,679.95
Polk	167,762.89	9,575.00	158,187.89	146,394.24	11,793.65
Putnam	45,901.36	.....	45,901.36	41,992.85	3,908.51
St. Johns	54,364.82	.....	54,364.82	42,588.86	11,775.96
St. Lucie	128,090.43	3,500.00	124,590.43	117,612.02	6,978.41
Santa Rosa	58,276.57	6,000.00	52,276.57	48,251.53	4,025.04
Seminole	41,354.17	.....	41,354.17	37,080.10	4,274.07
Sumter	31,492.47	100.00	31,392.47	26,594.61	4,797.86
Suwannee	38,867.77	.....	38,867.77	32,233.33	6,634.44
Taylor	40,937.13	.....	40,937.13	34,542.36	6,394.77
Volusia	109,328.94	10,175.00	99,153.94	90,835.84	8,318.10
Wakulla	14,685.20	4,625.84	10,059.36	8,221.21	1,838.15
Walton	44,411.38	7,000.00	37,411.38	33,039.23	4,372.05
Washington	24,894.02	.....	24,894.02	18,996.01	5,898.01

TABLE XX.—Expenditures for "School Proper" Itemized.
PART I.—Total Salaries of Teachers, Cost of Lots, Etc.

1914-1915. Counties.	Total.	1. Salaries of Teachers.	2. School Lots.	3. New Buildings.	4. Repairs on Buildings.
In State	\$3,409,309.52	\$1,886,229.81	\$111,012.78	\$930,008.72	\$ 87,720.50
Alachua	82,020.64	65,966.50			4,996.73
Baker	11,792.22	9,787.25		411.50	751.94
Bay	45,518.50	17,922.75	15.50	24,964.71	197.80
Bradford	41,901.84	30,846.75	1,100.00	794.28	424.79
Brevard	36,264.16	25,478.00	1,707.27	2,472.25	1,007.35
Calhoun	15,943.25	10,473.50	35.00	1,922.01	787.00
Citrus	18,961.32	15,055.00		906.90	501.53
Clay	17,940.15	14,733.75	344.00	780.82	522.70
Columbia	37,634.63	30,542.75		2,376.67	929.40
Dade	329,857.67	82,784.74	35,771.23	178,600.75	9,273.33
DeSoto	196,983.77	68,944.00	6,526.33	95,075.17	7,940.01
Duval	202,772.55	163,668.81	2,600.00	2,271.60	10,059.85
Escambia	96,229.69	74,874.80	535.11	5,106.24	4,525.41
Franklin	17,445.46	9,764.00		6,689.00	71.63
Gadsden	29,214.87	27,532.38			253.79
Hamilton	17,360.74	16,056.00		272.76	211.04
Hernando	21,387.14	16,965.00		912.35	500.90
Hillsborough	308,896.05	154,350.54	19,610.55	87,432.26	3,901.96
Holmes	25,913.05	20,961.70	25.00	2,534.64	447.92
Jackson	54,018.92	46,439.75	40.00	1,318.59	365.61
Jefferson	49,202.63	21,216.00		21,800.08	221.23
Lafayette	28,606.69	20,677.04		2,804.37	769.47
Lake	87,071.42	35,677.00	6,789.81	38,657.36	1,284.07
Lee	80,704.12	27,772.50	11,119.75	25,418.19	1,891.09
Leon	39,847.86	28,395.75	99.50	5,603.26	1,410.24
Levy	25,669.72	23,045.00		1,257.17	898.59
Liberty	8,146.14	6,927.00		699.00	126.52
Madison	31,520.27	23,954.75	41.00	2,210.69	2,405.97
Manatee	93,259.70	48,880.50	800.00	31,724.83	1,805.07
Marion	161,794.88	61,812.25	2,068.24	84,682.17	1,643.81
Monroe	36,201.42	19,404.25		13,490.38	579.77
Nassau	25,816.17	21,851.25	2.25	1,412.00	926.42
Orange	89,614.55	45,499.50		30,461.98	2,098.98
Osceola	33,659.63	26,642.00	280.00	1,078.24	1,764.40
Palm Beach	120,844.31	43,821.43	1,342.77	59,018.16	1,540.42
Pasco	57,840.29	29,727.50	304.94	19,455.72	2,712.19
Pinellas	153,570.81	71,732.00	5,100.22	34,021.42	3,655.42
Polk	146,394.24	97,876.75	2,000.00	26,623.43	4,305.19
Putnam	41,992.85	31,033.00	2.00	3,955.13	787.83
St. Johns	42,588.86	32,398.75	335.00	2,806.89	1,301.93
St. Lucie	117,612.02	23,407.75	4,615.86	68,469.36	503.56
Santa Rosa	48,251.53	33,463.50	6,670.25	3,524.02	732.30
Seminole	37,080.10	26,723.75		2,270.00	1,051.74
Sumter	26,594.61	18,487.50	216.00	5,262.55	361.47
Suwannee	32,233.35	27,106.25		1,894.73	338.92
Taylor	34,542.36	19,815.37	106.50	9,695.58	268.26
Volusia	90,835.84	62,054.25	768.70	14,900.96	3,699.91
Wakulla	8,221.21	7,531.50	20.00	321.45	140.22
Walton	33,039.33	28,859.25		1,288.55	480.17
Washington	18,996.01	17,288.50	20.00	411.05	344.65

TABLE XX.—Expenditures for "Schools Proper" Itemized.
PART II.—Furniture, Apparatus, Etc.

1914-1915. Counties.	5 Furniture.	6 Apparatus.	7 Insurance.	8 Rents.	9 Janitors
In State	\$88,467.47	\$28,511.90	\$24,330.92	\$ 7,418.73	\$43,227.07
Alachua	1,033.69	420.73	113.50	.....	1,099.00
Baker	58.50	86.00	195.75	.....	8.00
Bay	142.53	.....	187.76	.....	.....
Bradford	4,209.34	93.75	612.75	.....	366.50
Brevard	285.18	151.79	1,308.26	33.00	302.00
Calhoun	1,817.96	49.30	312.75	7.50	.....
Citrus	333.61	366.78	60.00	.....	141.10
Clay	236.73	10.19	353.70	12.00	152.20
Columbia	2,124.09	372.88	63.75	.....	325.00
Dade	3,204.80	1,698.78	289.00	134.00	3,725.87
DeSoto	9,248.83	3,016.50	440.72	340.00	1,412.41
Duval	3,627.09	.....	1,077.00	631.50	6,784.97
Escambia	1,709.21	361.40	618.35	203.75	2,998.40
Franklin	119.91	.....	.....	.....	219.50
Gadsden .....	.....	48.00	75.00	68.00	.....
Hamilton .....	.....	.....	125.00	.....	.....
Hernando	828.61	54.65	200.00	80.00	120.00
Hillsborough	11,936.21	1,156.06	2,318.88	348.00	6,509.37
Holmes	828.66	91.71	.....	.....	5.00
Jackson	140.50	266.67	.....	110.00	.....
Jefferson	625.00	.....	435.95	607.45	107.00
Lafayette	332.61	1,250.07	.....	.....	.....
Lake	977.03	.....	412.51	3.00	312.81
Lee	7,308.75	3,222.64	324.50	.....	1,070.18
Leon	1,176.45	82.97	386.19	212.55	790.25
Levy	27.38	.....	.....	39.80	.....
Liberty .....	.....	23.85	45.00	.....	.....
Madison	112.36	.....	640.29	.....	88.40
Manatee	1,200.82	1,050.87	506.00	.....	1,049.25
Marion	5,095.26	1,087.37	2,629.19	69.70	1,045.91
Monroe	253.31	.....	271.60	.....	1,113.00
Nassau	455.86	275.74	85.00	70.00	247.00
Orange	3,242.90	541.75	688.75	25.00	1,313.22
Osceola .....	.....	326.15	156.57	115.00	552.50
Palm Beach	1,481.82	2,238.27	1,494.50	234.95	2,112.78
Pasco	490.15	444.80	408.35	50.00	417.00
Pinellas	752.54	3,677.22	1,051.91	26.00	2,931.85
Polk	5,579.40	1,881.11	1,376.63	3,293.55	1,060.10
Putnam	1,626.04	304.10	169.75	259.98	357.30
St. Johns	338.22	487.15	338.25	52.00	1,441.75
St. Lucie	7,183.00	3,170.78	1,044.10	80.00	220.00
Santa Rosa	1,601.65	43.20	593.42	50.00	100.00
Seminole	68.70	248.05	280.63	150.00	800.00
Sumter	996.50	218.04	.....	.....	.....
Suwannee	399.42	.....	551.49	.....	260.00
Taylor	142.23	58.29	1,127.25	112.00	56.50
Volusia	4,031.36	134.29	537.92	.....	1,500.95
Wakulla	2.50	.....	.....	.....	.....
Walton	978.41	.....	325.00	.....	120.00
Washington	9.35	.....	96.00	.....	50.00

TABLE XX.—Expenditures for "Schools Proper" Itemized.
PART III.—Fuel, Free Books, Etc.

1914-1915. Counties.	10 Fuel.	11 Free Books.	12 Transportation of Pupils.	13 School Incidentals.
In State.....	\$13,570.03	\$15,329.01	\$44,844.22	\$128,936.86
Alachua	372.01	4,420.28	1,171.45	2,426.75
Baker	32.75	46.99	225.85	187.69
Bay	15.95	110.00	.....	1,961.50
Bradford	139.60	59.17	575.00	2,679.91
Brevard	80.25	.....	2,460.50	978.31
Calhoun	42.24	126.03	12.50	357.46
Citrus	97.25	351.05	615.50	532.60
Clay	128.80	.....	358.10	307.16
Columbia	171.00	.....	199.60	529.49
Dade	226.95	.....	1,552.50	12,593.72
DeSoto	63.25	.....	513.80	3,462.75
Duval	4,526.11	.....	5,067.03	2,458.59
Escambia	1,393.75	113.07	530.01	3,260.19
Franklin	99.30	13.50	24.00	444.62
Gadsden	2.25	.....	.....	1,285.45
Hamilton	64.25	.....	.....	631.69
Hernando	80.95	999.46	146.70	503.52
Hillsborough	1,088.58	952.69	1,020.40	18,270.55
Holmes	42.45	596.35	.....	379.62
Jackson	37.00	63.55	.....	5,237.25
Jefferson .....	.....	.....	3,577.87	612.05
Lafayette	53.90	1,883.28	274.65	561.30
Lake	148.94	129.38	667.55	2,011.96
Lee	275.98	318.47	213.20	1,768.87
Leon	478.35	.....	426.45	785.90
Levy	39.65	24.00	133.80	204.33
Liberty	52.50	.....	.....	272.27
Madison	119.71	232.78	802.62	911.70
Manatee	159.40	375.08	25.00	5,682.88
Marion	507.54	87.50	135.00	930.94
Monroe .....	.....	37.04	.....	1,052.07
Nassau	150.25	.....	.....	340.40
Orange	259.88	188.85	3,101.10	2,192.64
Osceola	138.65	5.02	230.75	2,370.35
Palm Beach	159.89	106.83	4,683.34	2,609.15
Pasco	168.75	254.34	2,102.55	804.00
Pinellas	342.40	.....	2,008.46	28,271.37
Polk	134.87	861.50	88.45	1,813.26
Putnam	158.00	.....	1,670.15	1,669.57
St. Johns	660.95	100.70	734.99	1,592.78
St. Lucie	18.25	2,286.90	2,660.55	3,951.91
Santa Rosa	105.38	1.65	.....	1,366.16
Seminole	88.00	271.44	3,273.00	1,854.79
Sumter	5.25	13.40	304.50	729.40
Suwannee	7.88	.....	.....	1,734.64
Taylor	81.90	22.50	1,184.40	1,871.58
Volusia	439.82	140.52	1,456.15	1,171.01
Wakulla .....	.....	38.50	136.75	80.29
Walton	56.25	76.10	280.00	625.60
Washington	53.00	21.09	.....	702.37

TABLE XXI.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

1914-1915. Counties.	Total.	1. Salary of Superintendents.	2. Traveling Expenses of Superintendents.	3. Per Diem and Mileage of School Boards.	4. Incidental Expenses of Superintendents and Boards.	5. Commissions Paid Treasurers.
In State ...	\$495,086.30	\$76,744.00	\$ 3,537.96	\$22,300.62	\$29,159.43	\$37,081.56
Alachua	8,906.83	2,004.00	268.20	385.60	359.21	1,035.56
Baker	2,343.08	900.00	66.28	272.20	39.37	286.15
Bay	4,083.47	1,200.00	.....	333.20	79.20	429.20
Bradford	4,901.58	1,200.00	.....	493.55	613.95	457.33
Brevard	10,001.36	1,200.00	25.00	525.20	202.46	1,084.44
Calhoun	3,180.67	1,200.00	.....	365.30	46.88	394.98
Citrus	5,876.74	1,200.00	21.75	262.00	543.97	330.36
Clay	5,068.05	1,200.00	.....	276.20	170.67	261.48
Columbia	4,045.68	1,350.00	.....	251.40	58.84	739.06
Dade	28,934.52	2,000.00	26.00	480.70	3,788.20	3,832.92
DeSoto	13,068.64	2,100.00	292.70	550.55	261.77	633.36
Duval	33,026.46	3,600.00	147.21	1,191.00	3,733.73	.....
Escambia	11,637.74	2,850.00	.....	553.20	707.77	706.72
Franklin	3,919.11	600.00	5.30	.....	895.39	222.00
Gadsden	2,321.43	1,100.00	.....	208.00	164.39	528.64
Hamilton	2,805.76	1,500.00	.....	304.50	23.87	277.07
Hernando	3,888.13	1,375.00	22.00	412.20	127.24	325.51
Hillsboro	110,246.74	3,550.00	310.00	1,445.10	3,080.84	3,748.95
Holmes	4,118.38	1,200.00	22.00	380.10	75.00	553.66
Jackson	7,723.59	1,500.00	8.86	436.90	121.87	690.10
Jefferson	4,320.44	1,200.00	3.25	284.20	27.00	693.57
Lafayette	3,429.64	1,150.00	7.50	441.20	425.83	479.35
Lake	4,992.46	1,200.00	300.00	463.81	670.25	598.71
Lee	5,518.63	1,500.00	235.72	286.00	100.21	1,246.97
Leon	7,685.67	1,500.00	19.20	296.00	224.97	644.87
Levy	12,379.19	1,200.00	20.00	381.60	97.92	1,080.38
Liberty	2,311.96	900.00	.....	228.20	81.97	203.79
Madison	3,589.88	1,300.00	78.50	352.60	216.23	370.25
Manatee	18,793.25	1,500.00	.....	302.40	270.13	.....
Marion	15,672.76	1,800.00	24.40	728.30	699.89	1,911.64
Monroe	3,114.21	1,500.00	.....	312.00	254.00	612.23
Nassau	3,573.70	1,200.00	.....	420.60	63.92	282.33
Orange	9,667.05	1,800.00	.....	250.40	137.08	534.64
Osceola	7,420.35	1,380.00	26.24	356.80	290.65	940.65
Palm Beach ..	9,533.82	1,800.00	31.57	439.09	1,294.92	1,175.79
Pasco	12,296.36	1,200.00	.....	725.54	1,417.65	224.56
Pinellas	19,679.95	2,375.00	320.00	439.95	2,120.49	1,209.49
Polk	11,793.65	3,420.00	320.00	1,020.80	635.49	1,484.07
Putnam	3,908.51	1,375.00	7.50	317.60	101.89	526.27
St. Johns	11,775.96	1,440.00	100.78	173.40	1,385.95	833.19
St. Lucie	6,978.41	1,500.00	345.86	499.60	167.52	883.15
Santa Rosa	4,025.04	1,500.00	.....	397.80	299.63	479.74
Seminole	4,274.07	1,500.00	100.00	333.60	82.58	677.68
Sumter	4,797.86	1,200.00	.....	303.00	48.09	339.87
Suwannee	6,634.44	1,200.00	.....	420.40	1,623.40	555.76
Taylor	6,394.77	1,200.00	.....	384.50	845.96	234.07
Volusia	8,318.10	2,100.00	362.14	1,046.70	30.40	1,123.78
Wakulla	1,838.15	600.00	20.00	282.80	51.87	299.99
Walton	4,372.05	1,500.00	.....	492.40	343.30	583.18
Washington ..	5,898.01	1,175.00	.....	392.43	55.62	314.10

TABLE XXI.—Expenditures for "Administration" Itemized.
PART II.—Interest on Debts and Other Expenditures.

1914-1915. Counties.	6 Interest on Debts and Loans.	7 Institutes and Summer Schools.	8 Undistributed Books, Etc.	9 Printing.	10 Expenses of Examinations.	11 Tuition of County Line Pupils.	All Other Purposes.
The State ..	\$131,137.03	\$6,648.75	\$36,128.76	\$6,096.84	\$4,717.31	\$2,883.73	\$138,650.31
Alachua ..	4,299.26	310.00	.....	70.00	175.00	.....	.....
Baker	271.35	.....	86.32	134.45	33.60	1.05	252.31
Bay	1,250.00	.....	6.85	93.46	102.50	.....	589.06
Bradford ..	1,688.17	.....	.....	54.25	136.00	.....	258.33
Brevard ..	1,070.36	408.75	1,599.00	60.15	58.50	202.00	3,565.50
Calhoun ..	676.35	200.00	141.95	85.41	64.20	.....	5.60
Citrus	590.15	.....	1,262.91	80.75	49.85	.....	1,535.00
Clay	1,146.62	.....	301.18	55.00	86.60	836.53	733.77
Columbia ..	885.70	.....	.....	39.50	111.30	.....	609.88
Dade	5,583.85	925.25	11,357.77	22.50	136.50	.....	780.83
DeSoto	5,779.58	317.40	736.74	155.41	110.33	.....	1,730.80
Duval	15,063.33	1,795.70	2,247.07	188.03	148.00	.....	4,912.39
Escambia ..	5,188.10	723.00	156.50	533.42	219.03	.....	.....
Franklin ..	746.70	.....	.....	110.29	124.80	66.00	1,148.63
Gadsden ..	184.79	.....	.....	92.75	24.00	.....	18.86
Hamilton ..	334.51	100.00	288.06	39.15	81.10	.....	157.50
Hernando ..	775.83	.....	.....	281.00	50.50	.....	518.85
Hillsboro ..	10,836.26	375.00	2,781.50	450.40	337.00	.....	83,331.69
Holmes	900.00	.....	240.00	20.75	102.70	.....	624.17
Jackson	612.09	350.00	2,805.70	181.50	249.60	600.00	166.97
Jefferson ..	1,888.18	.....	.....	60.00	91.60	.....	72.64
Lafayette ..	673.51	95.75	.....	85.00	71.50	.....	.....
Lake	186.28	.....	200.00	168.65	56.40	.....	1,148.36
Lee	1,827.44	.....	230.00	42.54	49.75	.....	.....
Leon	1,555.07	.....	.....	24.00	127.80	.....	3,293.76
Levy	798.84	.....	.....	24.00	21.90	.....	8,754.55
Liberty	860.00	.....	.....	27.00	11.00	.....	.....
Madison	781.59	.....	37.51	33.70	160.50	56.00	203.00
Manatee	15,950.72	.....	.....	72.80	73.15	.....	624.05
Marion	3,642.52	.....	.....	551.63	159.00	39.90	6,115.48
Monroe .....	.....	.....	.....	89.17	129.00	.....	217.81
Nassau	820.87	256.50	131.66	98.77	66.05	.....	233.00
Orange	6,232.45	30.80	.....	.....	88.00	.....	593.68
Osceola	1,170.00	.....	.....	108.89	65.45	91.10	2,990.57
Palm Beach ..	1,761.07	.....	39.87	27.60	55.40	.....	2,908.51
Pasco	6,124.23	200.00	1,583.80	175.00	42.00	.....	603.58
Pinellas	5,836.76	.....	4,450.78	303.82	124.00	.....	2,499.66
Polk	2,308.88	410.00	.....	48.83	105.80	142.68	1,902.10
Putnam	795.82	.....	.....	144.25	24.00	405.12	211.06
St. Johns	5,849.94	.....	1,178.09	317.00	64.50	.....	433.11
St. Lucie	3,022.05	.....	.....	289.76	43.70	.....	226.77
Santa Rosa ..	820.87	5.00	.....	89.00	81.80	.....	351.20
Seminole	1,093.64	.....	.....	11.50	106.60	.....	368.47
Sumter	2,646.64	.....	.....	70.75	73.20	73.35	42.96
Suwannee	2,741.78	.....	.....	.....	93.10	.....	.....
Taylor	1,088.12	.....	2,553.41	106.61	32.10	.....	.....
Volusia	107.29	145.60	1,370.92	127.40	80.00	210.00	1,613.87
Wakulla	351.97	.....	54.00	38.00	31.40	.....	108.12
Walton	567.50	.....	287.17	24.00	84.50	.....	490.00
Washington ..	1,800.00	.....	.....	194.00	103.00	160.00	1,703.86

TABLE XXII.—PART I.—Showing Financial Condition of County Boards
July 1st, 1915.

1914-1915. Counties.	Total Indebtedness County and District.	Total Indebtedness.		Cash on Hand.	
		County Fund.	District Fund	County Fund.	District Fund.
In State	\$3,227,461.99	\$2,170,124.75	\$1,057,337.24	\$292,062.51	\$430,170.50
Alachua	115,315.83	18,968.49	96,347.34	16,554.75	38,105.17
Baker	5,972.36	5,363.69	608.67	9.22	2,705.34
Bay	35,419.49	378.24	35,041.25	7,083.85	1,788.29
Bradford	33,000.74	27,675.65	5,325.09	258.00	2,972.54
Brevard	318.60	194.95	123.65	1,329.01	2,750.29
Calhoun	6,992.38	6,365.17	627.21	1,009.34	7,349.34
Citrus .....	.....	.....	.....	25.25	2,463.99
Clay	13,664.37	11,376.87	2,287.50	189.59	2,390.72
Columbia	20,599.50	19,762.96	836.54	7,093.39	1,457.34
Dade	131,925.44	131,248.76	676.68	23,450.93	29,226.61
DeSoto	126,570.06	2,443.38	124,126.68	2,814.87	9,440.75
Duval	268,575.61	268,575.61	.....	8,070.75	.....
Escambia	166,077.74	165,291.49	786.25	53,507.50	882.62
Franklin	74,775.86	44,775.86	30,000.00	.....	19,845.86
Gadsden .....	.....	.....	.....	2,855.48	3,666.11
Hamilton	5,545.41	401.76	5,143.65	40.10	484.55
Hernando	26,514.30	26,433.21	81.09	638.81	1,719.60
Hillsborough	592,406.67	450,290.20	142,116.47	25,663.75	26,002.05
Holmes	27,932.21	25,556.33	2,375.88	6,285.44	2,201.65
Jackson	7,244.18	7,143.28	100.90	11.55	1,275.75
Jefferson	73,323.44	73,323.44	.....	6,191.63	.....
Lafayette	6,719.70	4,251.31	2,468.39	6,854.26	4,991.91
Lake	4,288.70	196.50	4,092.20	8,983.26	7,675.21
Lee	35,400.69	14,500.00	20,900.69	6,627.07	9,366.21
Leon	23,184.38	864.02	22,320.36	5,103.84	708.33
Levy	8,386.39	8,976.25	1,410.14	4,428.59	1,881.82
Liberty	11,500.00	11,500.00	.....	8,599.64	427.40
Madison	14,742.96	14,216.16	526.80	122.03	306.52
Manatee	279,186.40	276,923.99	2,262.41	2,271.01	10,595.76
Marion	178,434.48	80,037.17	98,397.31	2,115.77	9,729.35
Monroe	72,832.71	72,832.71	.....	4,658.15	.....
Nassau	14,757.03	9,365.42	5,391.61	.....	21.15
Orange	65,737.97	85.00	65,652.97	.....	21,540.94
Osceola	6,813.62	6,684.74	128.88	384.96	5,423.82
Palm Beach	136,883.88	32,561.32	104,322.56	4,614.19	37,037.33
Pasco	22,132.72	12,132.72	10,000.00	323.39	7,270.03
Pinellas	8,229.83	111.45	8,118.38	10,699.49	8,495.66
Polk	247,021.87	36,295.85	210,726.02	19,499.21	100,534.97
Putnam	3,713.51	3,525.51	188.00	95.74	2,784.24
St. Johns	105,569.99	105,569.99	.....	112.35	673.67
St. Lucie	86,232.19	84,957.12	1,275.07	1,497.56	14,204.47
Santa Rosa	18,982.21	18,235.42	746.79	5,044.40	1,068.26
Seminole	8,268.84	8,265.68	3.16	69.04	3,741.09
Sumter	48,677.12	26,756.95	21,920.17	.....	10,401.38
Suwannee	34,454.88	25,250.13	9,204.75	120.65	1,786.31
Taylor	23,721.21	17,758.98	5,962.23	15,162.83	4,219.58
Volusia	10,604.46	951.00	9,653.46	14,255.71	4,793.00
Wakulla	3,708.61	2,855.05	853.56	326.95	237.65
Walton	10,871.15	7,583.54	3,287.61	6,346.83	1,535.67
Washington	4,225.30	3,311.43	913.87	652.38	1,990.20

TABLE XXII.—PART II.—Showing Financial Condition of County Board
July 1, 1915.

1914-1915. Counties.	Net Indebtedness of Counties in Debt.		Net Cash of Counties Not in Debt.	
	County Fund.	District Fund.	County Fund.	District Fund.
In State	\$1,928,676.41	\$719,272.18	\$ 50,614.17	\$ 92,105.44
Alachua	2,413.74	58,242.17		
Baker	5,354.47			2,096.67
Bay		33,252.96	6,705.61	
Bradford	27,417.65	2,352.55		
Brevard			1,134.06	2,626.64
Calhoun	5,355.83			6,722.13
Citrus			25.25	2,463.99
Clay	11,177.28			103.22
Columbia	12,669.57			620.80
Dade	107,797.83			28,549.93
DeSoto		114,685.93	371.49	
Duval	260,504.86			
Escambia	111,783.99			96.37
Franklin	44,775.86	10,154.14		
Gadsden			2,855.48	3,666.11
Hamilton	361.66	4,659.10		
Hernando	25,794.40			1,638.51
Hillsborough	424,626.45	116,114.42		
Holmes	19,270.89	174.23		
Jackson	7,131.73			1,174.85
Jefferson	67,131.81			
Lafayette			2,602.95	2,523.52
Lake			8,786.76	3,583.01
Lee	7,872.93	11,534.48		
Leon		21,612.03	4,239.82	
Levy	2,547.66			471.68
Liberty	2,900.36			427.40
Madison	14,094.13	220.28		
Manatee	274,652.98			8,333.35
Marion	77,921.40	88,667.96		
Monroe	68,174.56			
Nassau	9,365.42	5,370.46		
Orange	85.00	44,112.03		
Osceola	6,299.78			5,294.94
Palm Beach	27,947.13	67,290.23		
Pasco	11,809.33	2,729.97		
Pinellas			10,588.04	377.28
Polk	16,796.64	110,191.05		
Putnam	3,429.77			2,596.24
St. Johns	105,457.64			673.67
St. Lucie	83,459.56			12,929.40
Santa Rosa	13,191.02			321.47
Seminole	8,196.64			3,737.93
Sumter	26,756.95	11,518.79		
Suwannee	25,129.48	7,418.44		
Taylor	2,596.15	1,742.65		
Volusia		4,860.46	13,304.71	
Wakulla	2,528.10	615.91		
Walton	1,236.71	1,751.94		
Washington	2,659.05			1,076.33

TABLE XXIII.—Balance Sheet, or Summary of Financial Statements of County Boards.

1914-1915. Counties.	*Debits.			*Credits.		
	Total Receipts, Except Borrowed Money, Including Cash on Hand at Beginning of Year.	Borrowed Money.	Warrants of 1914 Not Paid July 1st.	Total Expendi- tures Except Payments of Debts.	Loans, Old Debts, and Old Warrants Paid.	Cash on Hand.
In State	\$3,364,631.72	\$1,711,876.19	\$905,347.72	\$3,904,395.82	\$1,355,226.80	\$722,233.01
Alachua	110,097.39	64,573.14	40,450.82	90,927.47	69,533.96	54,859.92
Baker	18,005.24	6,367.14	391.68	14,135.30	7,914.20	2,714.56
Bay	35,726.35	29,837.88	582.88	49,601.97	7,673.00	8,872.14
Bradford	45,093.64	44,131.68	31,150.40	46,803.42	70,341.76	3,230.54
Brevard	60,509.37	.....	315.60	46,265.52	10,480.15	4,079.30
Calhoun	22,744.17	15,244.51	6,992.38	19,123.92	17,498.46	8,358.68
Citrus	27,327.30	10,700.00	.....	24,838.06	10,700.00	2,489.24
Clay	24,470.31	.....	6,376.87	23,008.20	5,248.67	2,590.31
Co'umbia	39,681.23	17,400.00	12,795.00	41,680.31	19,645.19	8,550.70
Dade	96,290.21	327,929.57	131,925.44	358,792.19	144,675.49	52,677.54
DeSoto	94,972.83	136,555.23	6,566.99	210,052.41	15,787.02	12,255.62
Duval	262,937.57	.....	28,823.86	235,799.01	47,891.67	8,070.75
Escambia	130,924.98	54,318.10	18,076.49	107,867.43	41,062.02	54,390.12
Franklin	12,962.76	58,081.69	7,770.92	21,364.57	37,004.94	19,845.86
Gadsden	38,093.37	6,700.00	.....	31,536.30	6,735.48	6,521.59
Hamilton	21,278.93	.....	1,593.13	20,166.50	2,180.91	524.65
Hernando	19,837.17	5,233.91	14,796.31	25,275.27	12,233.71	2,358.41
Hillsborough	347,206.55	183,113.67	31,146.80	419,142.79	90,658.43	51,665.80
Holmes	26,712.27	10,870.10	4,006.25	30,031.43	3,070.10	8,487.09
Jackson	58,917.44	.....	7,244.28	61,742.51	3,131.91	1,287.30
Jefferson	35,219.23	49,400.00	47,046.37	53,523.07	71,950.90	6,191.63
Lafayette	41,793.59	4,000.00	5,711.70	32,036.33	7,622.79	11,846.17
Lake	63,893.07	44,740.85	1,288.50	92,063.88	1,200.07	16,658.47
Lee	62,868.50	55,847.53	10,500.00	86,222.75	27,000.00	15,993.28
Leon	57,051.39	3,596.96	6,184.38	47,533.53	13,487.03	5,812.17
Levy	36,889.95	.....	8,386.39	38,048.91	917.02	6,310.41
Liberty	19,295.25	10,640.00	11,500.00	10,458.10	21,950.11	9,027.04
Madison	29,841.97	.....	14,742.96	35,110.15	9,046.23	428.55
Manatee	81,027.95	50,301.84	41,471.89	112,052.95	47,881.96	12,866.77
Marion	73,992.87	103,542.32	180,690.10	177,467.64	168,912.53	11,845.12
Monroe	30,200.00	7,900.00	16,162.71	39,315.63	10,288.93	4,658.15
Nassau	23,409.44	.....	13,663.61	29,389.87	7,662.03	21.15
Orange	125,804.23	.....	1,537.97	99,281.60	6,519.66	21,540.94
Oceola	54,656.51	28,500.00	6,793.62	41,079.98	43,061.37	5,808.78
Palm Beach	130,265.64	48,865.82	20,643.48	130,378.13	27,745.29	41,651.52
Pasco	37,134.55	42,817.84	14,132.72	69,636.65	16,855.04	7,593.42
Pinellas	128,375.90	128,115.60	8,228.75	173,250.76	72,274.34	19,195.15
Polk	218,944.45	96,880.17	22,749.01	158,187.89	60,351.56	120,034.18
Putnam	51,310.74	.....	3,713.51	45,901.36	6,242.91	2,879.98
St. Johns	43,978.25	.....	23,468.10	54,364.82	12,295.51	786.02
St. Lucie	136,062.07	.....	11,109.39	124,590.43	6,879.00	15,702.03
Santa Rosa	41,431.13	21,100.00	3,882.21	52,276.57	8,024.11	6,112.66
Seminole	45,337.45	.....	8,266.84	41,354.17	8,439.99	3,810.13
Sumter	30,242.04	.....	26,922.34	31,392.47	24,370.53	10,401.38
Suwannee	38,119.24	.....	4,553.24	38,867.77	1,897.75	1,906.96
Taylor	33,091.25	15,000.00	21,309.56	40,937.13	9,081.27	19,382.41
Volusia	109,241.33	17,944.80	2,834.66	99,153.94	11,818.14	19,048.71
Wakulla	9,703.55	4,825.84	3,446.36	10,059.26	7,151.79	564.60
Walton	45,814.64	7,000.00	10,871.15	37,411.38	18,891.91	7,882.50
Washington	26,846.46	.....	2,530.10	24,894.02	1,839.96	2,642.58

TABLE XXIV.—School Expenditures by Races.

Counties. 1914-1915.	White.			Negro.		
	Total.	For Schools Proper.	For Administration Prorated on Cost of Schools Proper.	Total.	For Schools Proper.	For Administration Prorated on Cost of Schools Proper.
In State ..	\$3,612,972.34	\$3,153,700.23	\$459,272.11	\$291,423.48	\$255,609.29	\$35,814.19
Alachua ..	82,275.90	74,216.57	8,059.33	8,651.57	7,804.07	847.50
Baker ..	18,544.70	11,295.34	2,249.36	590.60	496.88	93.72
Bay ..	48,044.30	44,053.50	3,990.80	1,557.67	1,465.00	92.67
Bradford ..	44,515.57	39,859.07	4,656.50	2,287.85	2,042.77	245.08
Brevard ..	43,968.61	34,467.31	9,501.30	2,296.91	1,796.85	500.06
Calhoun ..	18,353.00	15,267.75	3,085.25	770.92	675.50	95.42
Citrus ..	24,320.54	18,561.32	5,759.22	517.52	400.00	117.52
Clay ..	19,715.15	15,371.83	4,343.32	3,293.05	2,568.32	724.73
Columbia ..	35,857.10	32,377.81	3,479.29	5,823.21	5,256.82	566.39
Dade ..	353,954.94	325,425.49	28,529.45	4,837.25	4,432.18	405.07
DeSoto ..	208,091.58	195,153.62	12,937.96	1,960.83	1,830.15	130.68
Duval ..	204,212.82	175,792.11	28,420.71	31,586.19	26,980.44	4,605.75
Escambia ..	93,226.63	82,041.58	11,185.05	14,640.80	14,188.11	452.69
Franklin ..	19,633.04	16,027.46	3,605.58	1,731.53	1,418.00	313.53
Gadsden ..	27,518.72	25,493.27	2,025.45	4,017.58	3,721.60	295.98
Hamilton ..	18,660.60	16,051.24	2,609.36	1,505.90	1,309.50	196.40
Hernando ..	22,492.28	19,031.84	3,460.44	2,782.99	2,355.30	427.69
Hillsboro ..	402,198.58	296,361.70	105,836.88	16,944.21	12,534.35	4,409.86
Holmes ..	29,397.46	25,361.45	4,036.01	633.97	551.60	82.37
Jackson ..	52,717.18	45,495.62	7,221.56	9,025.33	8,523.30	502.03
Jefferson ..	50,083.27	46,039.43	4,043.84	3,439.80	3,163.20	276.60
Lafayette ..	30,675.88	27,397.14	3,278.74	1,360.45	1,209.55	150.90
Lake ..	87,406.58	82,663.74	4,742.84	4,657.30	4,407.68	249.62
Lee ..	85,363.53	79,900.09	5,463.44	859.22	804.03	55.19
Leon ..	34,027.53	28,532.27	5,495.26	13,506.00	11,315.59	2,190.41
Levy ..	33,480.95	22,586.26	10,894.69	4,567.96	3,083.46	1,484.50
Liberty ..	9,478.58	7,383.94	2,094.64	979.52	762.20	217.32
Madison ..	31,897.09	28,631.20	3,265.89	3,212.16	2,889.07	323.09
Manatee ..	105,385.84	87,720.18	17,665.66	6,667.11	5,539.52	1,127.59
Marion ..	144,121.95	131,395.67	12,726.28	33,345.69	30,399.21	2,946.48
Monroe ..	33,701.30	31,032.42	2,668.88	5,614.33	5,169.00	445.33
Nassau ..	22,706.27	19,947.37	2,758.90	6,683.60	5,868.80	814.80
Orange ..	91,971.91	83,039.55	8,932.36	7,309.69	6,575.00	734.69
Osceola ..	36,739.74	30,061.43	6,678.31	4,340.24	3,598.20	742.04
Palm Beach ..	124,046.24	114,989.11	9,057.13	6,331.80	5,855.20	476.60
Pasco ..	68,636.89	56,520.29	12,116.60	999.76	820.00	179.76
Pinellas ..	167,653.25	148,622.73	19,030.52	5,597.51	4,948.08	649.43
Polk ..	150,507.96	139,303.99	11,203.97	7,679.93	7,090.25	589.68
Putnam ..	37,729.88	34,524.90	3,204.98	8,171.48	7,467.95	703.53
St. Johns ..	44,769.26	35,077.64	9,691.62	9,595.56	7,511.22	2,084.34
St. Lucie ..	118,990.09	112,242.68	6,657.41	5,690.34	5,369.34	321.00
Santa Rosa ..	50,495.20	46,066.53	3,888.67	1,781.37	1,645.00	136.37
Seminole ..	35,438.69	31,250.10	4,188.59	5,915.48	5,830.00	85.48
Sumter ..	29,117.26	24,635.19	4,482.07	2,275.27	1,939.42	335.85
Suwannee ..	53,842.17	28,070.21	5,771.96	5,025.60	4,163.12	862.48
Taylor ..	40,440.40	34,122.36	6,318.04	496.73	420.00	76.73
Volusia ..	86,488.56	79,251.81	7,236.75	12,665.38	11,584.03	1,081.35
Wakulla ..	8,216.62	6,627.71	1,588.91	1,842.74	1,593.50	249.24
Walton ..	36,070.37	31,873.20	4,197.17	1,341.01	1,166.13	174.88
Washington ..	20,879.54	15,925.21	4,954.33	4,014.48	3,070.80	943.68

TABLE XXV.—School Expenditure Per Capita: Of Population, of Youth of School Age, of Pupils Enrolled, of Pupils in Daily Attendance. Amounts in dollars and cents, the \$ being omitted.

1914-1915. Counties.	Of Population.			Of Youth of School Age.			Of Pupils Enrolled.			Of Pupils in Daily Attendance.		
	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.
In State ...	4.24	6.45	.81	13.26	20.22	1.90	21.04	28.97	4.79	20.37	40.30	5.07
Alachua ...	2.39	5.17	.45	6.96	12.25	1.36	12.19	19.52	2.67	16.27	26.22	3.53
Baker ...	2.75	3.18	.68	7.14	8.25	1.74	10.26	11.49	3.11	16.89	19.21	4.47
Bay ...	3.67	5.12	.37	11.85	16.89	1.16	22.39	28.39	2.97	31.10	39.16	4.23
Braford ...	2.89	3.82	.50	7.66	10.21	1.31	11.99	14.87	2.77	18.05	22.13	3.94
Brevard ...	2.66	14.14	1.39	22.78	30.09	4.03	28.06	35.60	5.55	36.52	47.23	6.85
Calhoun ...	2.72	3.61	.33	7.07	9.73	.93	10.18	11.95	2.25	15.43	18.84	2.91
Citrus ...	3.62	8.22	.23	14.92	24.54	.77	22.29	28.51	1.98	26.91	34.64	2.34
Clay ...	3.19	4.58	1.12	9.91	13.55	3.80	16.78	20.64	7.91	23.89	29.83	10.90
Columbia ...	2.60	4.65	.70	7.09	13.28	1.83	9.08	16.14	2.50	13.05	23.25	3.53
Dade ...	13.01	19.37	.52	51.86	76.63	2.10	79.84	91.90	7.45	102.05	117.04	9.83
DeSoto ...	9.50	11.06	.60	29.34	33.53	2.06	39.86	42.28	5.65	55.26	58.77	7.48
Duval ...	2.47	4.28	.67	9.74	17.10	2.59	18.04	23.45	7.24	23.73	29.82	10.21
Escambia ...	2.62	3.60	.96	8.18	10.57	3.33	14.71	19.00	6.03	18.61	24.51	7.35
Franklin ...	3.93	7.04	.66	13.18	23.48	2.21	26.28	37.90	5.87	34.02	49.96	7.37
Gadsden ...	1.37	3.76	.26	3.69	11.30	.66	5.92	14.95	1.15	8.71	20.72	1.76
Hamilton ...	1.62	2.72	.27	4.38	8.06	.66	8.07	11.43	1.74	10.82	15.51	2.43
Hernando ...	4.02	7.04	.90	13.42	22.74	3.11	19.83	26.56	6.52	28.30	38.91	8.83
Hillsboro ...	5.01	6.12	.95	17.18	20.13	3.84	32.56	37.57	7.91	41.81	47.81	10.50
Holmes ...	2.12	2.34	.42	5.78	6.27	1.27	8.55	8.86	3.27	14.39	15.16	4.29
Jackson ...	1.75	2.85	.54	4.49	7.47	1.35	7.04	10.95	2.28	10.48	17.38	3.15
Jefferson ...	3.30	12.81	.28	8.06	34.07	.66	14.20	49.99	1.24	20.89	73.97	1.82
Lafayette ...	4.08	4.77	.96	11.30	12.87	3.01	18.38	19.71	7.27	30.51	33.75	9.65
Lake ...	7.41	11.02	1.04	24.87	34.95	3.88	33.37	50.60	5.58	49.42	66.95	8.33
Lee ...	9.93	11.86	.58	35.21	40.63	2.18	47.16	52.05	4.57	61.06	66.22	6.99
Leon ...	2.36	6.68	.89	6.69	20.85	2.46	9.42	27.33	3.54	14.36	36.32	5.69
Levy ...	3.17	5.41	.79	9.40	15.53	2.41	15.83	22.13	5.13	22.90	32.54	7.22
Liberty ...	2.13	3.66	.42	6.03	9.95	1.27	10.10	12.59	3.47	15.27	19.50	4.92
Madison ...	1.97	4.03	.32	5.33	11.50	.87	7.26	14.08	1.26	10.53	21.12	1.76
Manatee ...	7.78	9.52	1.45	24.08	31.28	5.19	33.81	38.96	11.13	45.90	52.56	15.29
Marion ...	6.20	12.15	1.99	18.21	38.09	5.62	24.10	47.97	7.65	33.56	64.63	10.90
Monroe ...	2.01	2.30	1.14	6.68	8.03	3.32	17.39	20.48	9.03	26.59	29.90	15.81
Nassau ...	2.94	4.30	1.41	8.92	12.70	4.44	12.47	16.66	6.74	17.19	22.75	9.40
Orange ...	6.45	9.15	1.37	21.82	30.99	4.62	30.65	41.37	7.19	41.98	56.15	10.05
Osceola ...	3.76	3.95	2.66	13.88	14.91	8.77	22.91	24.11	16.14	31.17	32.66	22.49
Palm Beach ...	9.14	16.50	1.74	47.34	62.40	8.44	54.94	73.75	9.16	75.10	99.00	13.11
Pasco ...	7.02	9.55	.41	23.68	30.16	1.50	31.78	37.26	2.87	52.24	64.94	3.62
Pinellas ...	9.22	11.86	1.21	35.84	46.69	4.50	41.01	50.30	6.27	55.16	64.21	10.56
Polk ...	4.23	5.76	.67	12.05	17.37	2.08	20.72	24.10	5.52	27.74	32.55	7.12
Putnam ...	2.90	4.70	1.04	9.86	16.67	3.42	13.93	23.75	5.00	20.04	33.36	7.06
St. Johns ...	4.04	5.49	1.82	14.33	19.41	6.44	21.89	28.09	10.79	29.58	37.72	14.58
St. Lucie ...	14.51	18.81	2.52	47.75	63.08	8.96	69.14	80.84	17.19	96.21	112.06	24.32
Santa Rosa ...	2.52	3.45	.29	7.09	8.51	.91	12.43	14.24	2.68	18.67	21.33	4.11
Seminole ...	4.37	6.83	1.12	15.28	24.78	3.75	22.34	33.34	7.51	29.48	42.75	10.31
Sumter ...	4.18	5.90	.88	12.04	17.15	2.50	17.12	21.12	4.99	23.48	28.60	7.13
Suwannee ...	1.92	2.86	.59	5.07	7.81	1.50	7.70	10.51	2.75	10.95	15.40	3.69
Taylor ...	3.81	6.63	.11	12.95	19.95	.44	23.06	26.50	2.04	35.76	43.40	2.68
Volusia ...	4.10	6.68	1.43	15.80	23.87	4.78	24.04	32.86	9.13	31.82	42.75	11.59
Wakulla ...	1.33	2.56	.42	3.15	6.49	.97	7.54	12.51	2.71	11.75	19.06	4.34
Walton ...	2.27	3.00	.30	6.46	8.56	.85	9.73	11.11	2.25	14.52	16.60	3.32
Washington ...	2.24	2.57	1.67	5.79	6.63	3.60	7.69	8.98	4.40	11.74	13.82	6.57

TABLE XXVI.—(a) Visits to Schools One Hour or Longer by County Superintendent, and Comparison of His Salary with the Total Salaries of His Teachers; (b) Number of Pupils Transported and Cost per Pupil.

1914-1915. Counties.	County Superintendent.				Transportation of Pupils.		
	Visits to Schools.			Per Cent His Salary is of His Teachers' Salaries.	Paid for Transporta- tion.	Number of Pupils Trans- ported.	Cost Per Pupil.
	Both.	White.	Negro.				
In State.....	4,339	3,685	654	4.1	\$44,644.22	3,390	†11.44
Alachua	107	77	30	3.0	1,171.45	86	13.62
Baker	119	105	14	9.2	225.85	40	5.64
Bay	67	63	4	6.7	.....	.....	.....
Bradford	97	83	14	3.9	575.00	101	5.69
Brevard	41	34	7	4.7	2,460.50	87	28.28
Calhoun	39	39	.....	12.7	12.50	.....	.....
Citrus	65	56	9	8.0	615.50	.....	.....
Clay	83	66	17	8.0	358.10	.....	.....
Columbia	112	83	29	4.4	199.60	48	4.16
Dade	65	65	.....	2.4	1,552.50	.....	.....
DeSoto	168	164	4	3.0	513.80	70	7.33
Duval	217	207	10	2.2	5,067.03	286	17.72
Escambia	111	86	25	3.6	530.01	68	7.80
Franklin	21	13	8	6.1	24.00	9	2.67
Gadsden	91	69	22	4.0	.....	.....	.....
Hamilton	91	90	1	7.5	.....	.....	.....
Hernando	73	58	15	8.1	146.70	20	7.34
Hillsboro	276	271	5	2.3	1,020.40	909	1.12
Holmes	113	108	5	5.7	.....	.....	.....
Jackson	128	89	39	3.2	.....	.....	.....
Jefferson	167	93	74	5.6	3,577.87	300	11.92
Lafayette .....	.....	.....	.....	5.5	274.65	.....	.....
Lake	80	67	13	3.3	667.55	69	8.67
Lee	57	55	2	5.4	213.20	.....	.....
Leon	81	40	41	5.3	426.45	24	17.77
Levy	58	42	16	5.2	133.80	14	9.56
Liberty	26	22	4	13.0	.....	.....	.....
Madison	105	101	4	6.3	802.62	62	12.95
Manatee	23	22	1	3.1	25.00	7	3.57
Marion	67	50	17	2.9	135.00	.....	.....
Monroe	14	12	2	7.7	.....	.....	.....
Nassau	61	48	13	5.5	.....	.....	.....
Orange	86	66	20	4.0	3,101.10	239	12.98
Osceola	15	13	2	5.2	230.75	6	28.40
Palm Beach	51	41	10	4.1	4,683.34	139	33.68
Pasco	67	63	4	4.0	2,102.55	.....	.....
Pinellas	145	119	26	3.3	2,008.46	109	18.42
Polk	173	163	10	3.5	88.45	14	6.32
Putnam	16	11	5	4.4	1,670.15	113	14.78
St. Johns	15	9	6	4.4	734.99	51	14.41
St. Lucie	104	88	16	6.4	2,660.55	114	23.34
Santa Rosa	146	134	12	4.5	.....	.....	.....
Seminole	63	50	13	5.6	3,273.00	210	15.59
Sumter	64	55	9	6.5	304.50	.....	.....
Suwannee	95	93	2	4.4	.....	.....	.....
Taylor	81	78	3	6.1	1,184.40	84	14.10
Volusia	143	109	34	3.4	1,456.15	105	13.87
Wakulla	90	72	18	8.0	136.75	6	22.79
Walton	78	77	1	5.2	280.00	.....	.....
Washington ..	84	66	18	6.8	.....	.....	.....

* Not reported.

† Where Cost is reported and not the Number of Pupils Transported, the Cost is excluded in ascertaining Cost per Pupil.

TABLE XXVII.—Number and Kind of School Buildings Owned by Boards, and Number of Rooms.

1914-1915. Counties.	Public School Buildings.									Number of Rooms.			
	Total.	Frame.			Brick.			Concrete.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.			
In State	2693	2547	1871	676	105	101	4	41	40	1	5532	4459	1073
Alachua	111	105	64	41	6	6					218	153	65
Baker	29	29	25	4							48	42	6
Bay	28	28	26	2							50	48	2
Bradford	50	47	39	8	3	3					92	82	10
Brevard	35	35	28	7							57	45	12
Calhoun	27	27	25	2							45	43	2
Citrus	25	24	19	5	1	1					51	46	5
Clay	33	32	18	4				1	1		53	45	8
Columbia	83	82	50	32	1	1					135	93	42
Dade	41	26	20	6				15	15		189	176	13
DeSoto	79	73	69	4	4	4		2	2		191	184	7
Duval	78	66	38	28	12	10	2				323	243	80
Escambia	75	73	52	21	1	1		1	1		192	144	48
Franklin	6	6	4	2							23	15	8
Gadsden	68	66	26	40	2	2					110	68	42
Hamilton	62	61	45	16	1	1					87	71	16
Hernando	30	29	21	8	1	1					46	34	12
Hillsborough	101	84	69	15	15	14	1	2	2		326	286	40
Homes	62	62	56	6							97	91	6
Jackson	124	122	75	47	2	2					202	137	65
Jefferson	32	31	17	14	1	1					65	47	18
Lafayette	51	49	44	5	1	1		1	1		66	60	6
Lake	53	50	35	15	2	2		1	1		90	69	21
Lee	33	30	29	1	3	3					79	75	4
Leon	84	82	37	45	2	2					124	71	53
Levy	56	55	39	16	1	1					79	60	19
Liberty	19	19	18	1							31	29	2
Madison	65	62	54	8	3	3					104	92	12
Manatee	49	41	40	1	7	7		1	1		119	112	7
Marion	110	107	59	48	3	3					203	125	78
Monroe	9	7	6	1				2	2		56	46	10
Nassau	66	63	46	17	3	3					91	66	25
Orange	41	39	28	11	2	2					93	81	12
Osceola	29	27	23	4	2	2					62	53	9
Palm Beach	22	16	10	6				6	6		93	79	14
Pasco	37	36	34	2	1	1					82	78	4
Pinellas	39	13	11	2	11	10	1	6	5	1	139	117	22
Polk	94	88	73	15	6	6					242	210	32
Putnam	65	64	39	25				1	1		112	71	41
St. Johns	36	35	26	9	1	1					69	53	16
St. Lucie	41	40	32	8	1	1					89	79	10
Santa Rosa	96	96	83	13							183	169	14
Seminole	18	16	9	7	2	2					56	35	21
Sumter	30	27	18	9	2	2		1	1		79	67	12
Suwannee	102	102	70	32							134	96	38
Taylor	39	39	39								64	64	
Volusia	56	54	37	17	1	1		1	1		146	114	32
Wakulla	36	36	22	14							43	28	15
Walton	83	83	72	11							117	104	13
Washington	64	63	42	21	1	1					87	63	24

TABLE XXVIII.—Patent Desks and Blackboards in the Schools.

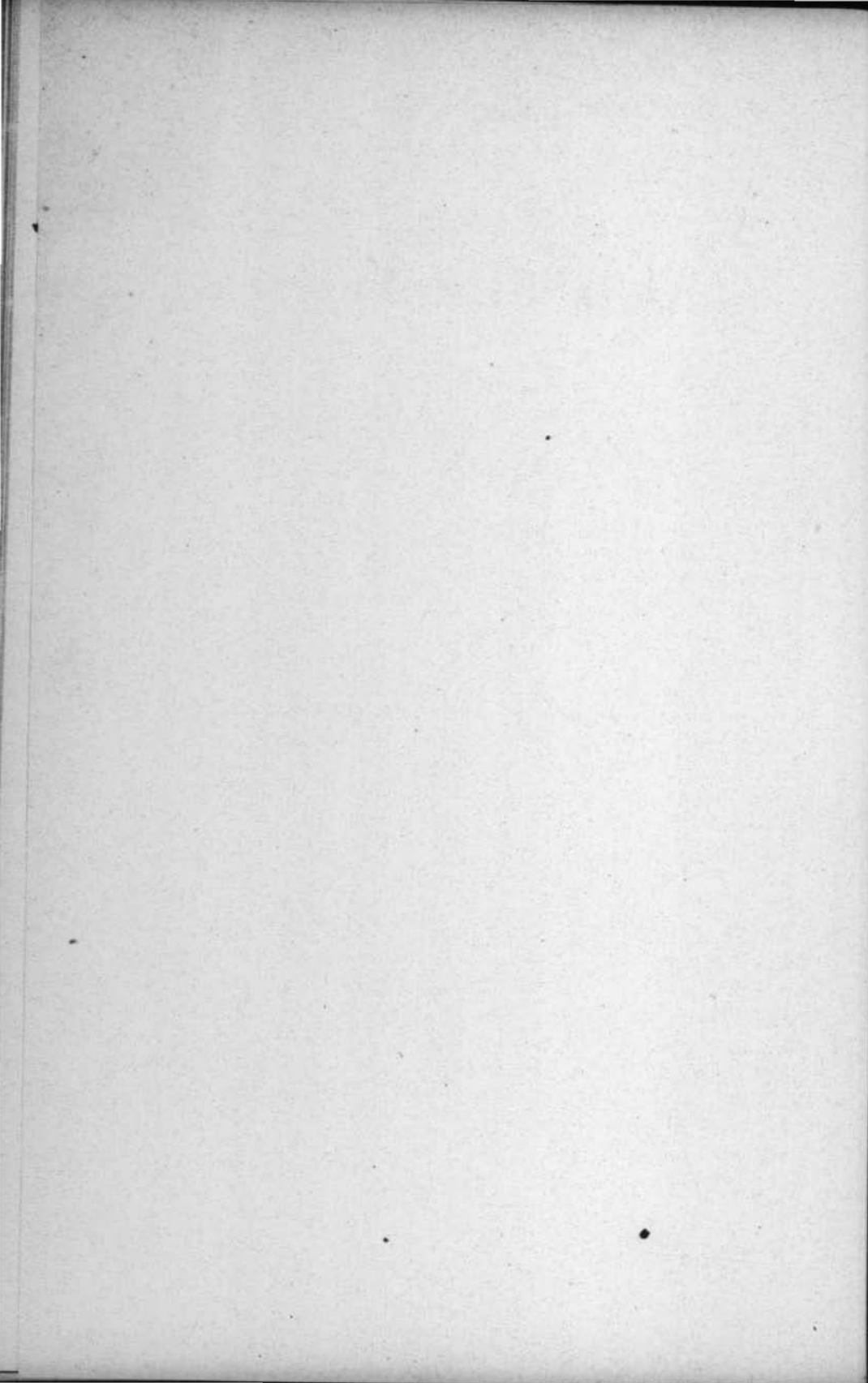
1914-1915. Counties.	Patent Desks in Use.							Good Blackboards. (Square Yards.)		
	Total.	Single.			Double.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.			
In State	120,082	80,429	76,270	4,159	39,653	22,791	9,862	67,521	55,198	12,323
Alachua	4,429	2,466	2,446	20	1,963	1,620	343	1,986	1,718	268
Baker	766	76	58	18	690	624	66	284	262	22
Bay	871	440	440	.....	431	431	.....	321	317	4
Bradford	2,099	1,378	1,291	87	721	580	141	2,188	2,088	100
Brevard	1,604	1,417	1,310	107	187	106	81	656	602	54
Calhoun	1,278	1,202	1,202	.....	76	56	20	401	401	.....
Citrus	806	200	200	.....	606	506	100	534	503	31
Clay	1,008	343	331	12	665	568	97	503	380	123
Columbia	1,850	755	723	32	1,095	931	164	1,224	907	317
Dade	4,946	4,921	4,921	.....	25	25	.....	1,301	1,301	.....
DeSoto	4,526	2,887	2,865	22	1,639	1,521	118	1,595	1,555	40
Duval	10,224	7,322	7,194	128	2,902	1,019	1,883	8,826	4,321	4,505
Escambia	5,470	3,088	2,980	108	2,382	1,219	1,163	2,392	1,912	480
Franklin	416	281	275	6	135	110	25	277	212	65
Gadsden	988	751	751	.....	237	237	.....	1,433	1,133	300
Hamilton	1,309	347	347	.....	962	962	.....	554	554	.....
Hernando	1,090	600	540	60	490	289	201	583	515	68
Hillsborough	10,480	8,092	7,896	196	2,388	2,074	314	4,467	3,898	569
Holmes	1,698	997	997	.....	701	701	.....	870	865	5
Jackson	3,968	3,866	3,756	50	162	152	10	1,497	1,363	134
Jefferson	1,020	638	563	75	382	235	147	691	548	143
Lafayette	1,151	18	17	1	1,133	1,099	34	641	597	44
Lake	875	329	319	10	546	522	24	1,604	1,522	82
Lee	1,835	1,659	1,599	60	176	120	56	1,055	1,047	8
Leon	1,477	805	805	.....	672	397	275	2,437	1,780	657
Levy	560	287	287	.....	273	273	.....	847	732	115
Liberty	784	662	610	52	122	122	.....	210	200	10
Madison	2,480	1,444	1,444	.....	1,036	681	355	1,205	1,080	125
Manatee	2,761	1,897	1,887	10	864	704	160	1,675	1,608	67
Marion	4,724	2,436	2,025	411	2,288	771	1,517	2,960	2,246	714
Monroe	1,679	1,119	1,119	.....	560	235	325	795	695	100
Nassau	1,116	500	500	.....	616	446	170	543	413	130
Orange	2,389	1,985	1,838	147	404	174	230	1,757	1,528	229
Osceola	1,333	1,027	1,027	.....	306	290	16	484	461	23
Palm Beach	1,970	1,948	1,496	452	22	.....	22	1,127	1,030	97
Pasco	1,345	686	638	48	659	637	22	666	511	155
Pinellas	4,060	3,629	3,487	142	431	161	270	1,863	1,771	92
Polk	5,542	3,899	3,819	80	1,643	1,496	147	2,476	2,319	157
Putnam	2,459	2,321	1,689	632	138	75	63	1,747	1,239	508
St. Johns	1,968	1,764	1,640	124	204	6	198	1,291	990	301
St. Lucie	1,559	1,428	1,272	156	131	92	39	937	764	173
Santa Rosa	2,478	295	286	9	2,183	2,179	4	934	866	68
Seminole	1,521	1,318	1,019	299	203	78	125	857	652	205
Sumter	1,611	744	744	.....	867	537	330	767	687	80
Suwannee	2,054	167	167	.....	1,887	1,887	.....	1,141	898	243
Taylor	1,342	918	918	.....	424	424	.....	477	477	.....
Volusia	3,928	3,399	2,794	605	529	167	362	1,959	1,380	579
Wakulla	771	257	257	.....	514	279	235	329	245	84
Walton	2,142	404	404	.....	1,738	1,738	.....	1,725	1,706	19
Washington	1,322	1,077	1,077	.....	245	235	10	429	399	30

TABLE XXIX.—Value of Public School Property, Owned by County Boards and District Trustees.
PART I.—Lots and Buildings.

1914-1915. Counties.	Total, Including Furniture and Apparatus.	Total, Lots and Buildings.	Lots.		Buildings.	
			White.	Negro.	White.	Negro.
In State.....	\$6,358,702	\$5,739,624	\$1,034,222	\$ 129,468	\$4,267,315	\$ 308,619
Alachua	274,136	251,580	70,475	10,705	147,150	23,250
Baker	17,685	13,070	1,335	195	10,405	1,135
Bay	54,572	51,170	12,275	.....	38,895	.....
Bradford	84,850	73,540	10,380	800	59,160	3,200
Brevard	49,539	43,985	9,465	870	29,150	4,500
Calhoun	19,699	16,010	1,440	20	14,350	200
Citrus	54,765	48,220	3,075	345	41,700	3,100
Clay	36,395	30,690	2,945	245	24,800	2,700
Columbia	114,130	90,880	8,145	1,935	70,100	10,700
Dade	500,695	472,660	165,010	1,700	296,550	9,400
DeSoto	237,559	204,920	28,120	575	173,725	2,500
Duval	547,143	503,675	128,960	7,325	330,340	37,050
Escambia	200,080	179,400	32,550	5,025	120,100	21,725
Franklin	17,485	14,100	2,600	800	7,700	8,000
Gadsden	58,095	53,435	10,535	.....	42,900	.....
Hamilton	35,800	28,860	1,360	.....	27,500	.....
Hernando	36,400	28,270	3,320	525	22,600	1,825
Hillsboro	645,870	597,910	90,590	13,480	473,885	19,955
Holmes	32,383	27,455	2,820	95	23,840	700
Jackson	79,430	66,555	3,355	250	59,550	3,400
Jefferson	48,531	45,440	11,540	500	30,300	3,100
Lafayette	46,035	37,660	1,060	50	35,150	1,300
Lake	90,872	86,340	12,355	760	67,450	5,775
Lee	173,811	160,650	29,100	800	128,750	2,000
Leon	111,248	98,563	6,440	2,175	72,955	16,993
Levy	40,787	34,020	2,390	105	29,075	2,450
Liberty	16,734	13,024	555	10	12,045	414
Madison	68,425	58,075	5,955	1,195	48,025	2,900
Manatee	251,647	233,435	24,485	1,000	202,950	5,000
Marion	212,043	191,675	16,600	5,760	142,425	26,890
Monroe	122,540	117,500	20,500	10,000	82,000	5,000
Nassau	39,460	35,753	1,660	853	30,350	2,890
Orange	138,589	129,915	22,675	1,075	101,650	4,515
Osceola	60,414	53,735	7,435	650	43,450	2,200
Palm Beach	196,160	180,375	30,625	2,450	148,500	3,800
Pasco	53,789	47,053	4,720	280	41,203	850
Pinellas	309,280	289,567	80,700	5,950	183,400	19,517
Polk	255,777	223,190	29,505	2,145	186,415	5,125
Putnam	65,812	57,635	12,170	5,845	31,050	8,570
St. Johns	150,324	140,520	31,540	2,480	100,430	6,070
St. Lucie	148,760	133,469	18,010	1,400	108,179	5,880
Santa Rosa	57,340	44,030	10,930	175	32,325	600
Seminole	70,836	64,975	15,800	3,075	40,500	5,600
Sumter	63,595	54,315	3,565	200	40,000	1,550
Suwannee	54,380	44,735	2,365	570	36,500	5,300
Taylor	36,965	30,045	1,770	.....	28,275	.....
Volusia	268,087	242,190	31,640	34,575	164,800	11,175
Wakulla	15,070	12,805	620	135	9,800	2,250
Walton	65,994	57,425	4,072	100	52,413	840
Washington	28,686	25,225	4,685	265	18,550	1,725

TABLE XXIX.—Value of Public School Property, Owned by County Boards and District Trustees.
PART II.—Furniture and Apparatus.

1914-1915. Counties.	Total Furniture and Apparatus.	Furniture.		Apparatus.	
		White.	Negro.	White.	Negro.
In State	\$619,078	\$468,183	\$ 43,847	\$ 99,107	\$ 7,941
Alachua	22,556	17,168	2,878	2,247	263
Baker	4,615	3,880	415	315	5
Bay	3,402	3,260	.....	142	.....
Bradford	11,310	9,065	695	1,510	40
Brevard	5,554	4,223	525	770	36
Calhoun	3,689	3,165	40	471	13
Citrus	6,545	4,275	800	1,365	105
Clay	5,705	4,810	500	395	.....
Columbia	23,250	18,185	1,760	2,725	580
Dade	28,035	23,245	310	4,480	.....
DeSoto	32,639	22,415	590	9,469	165
Duval	43,468	34,959	5,853	2,366	290
Escambia	20,680	15,110	2,490	3,065	75
Franklin	3,885	2,760	390	235	.....
Gadsden	4,660	4,210	.....	450	.....
Hamilton	6,940	6,450	.....	490	.....
Hernando	8,130	6,115	615	1,215	185
Hillsborough	47,960	41,060	1,387	5,457	56
Holmes	4,928	4,786	50	92	.....
Jackson	12,875	11,682	238	935	20
Jefferson	3,091	2,790	101	200	.....
Lafayette	8,475	4,600	130	3,730	15
Lake	4,532	3,690	385	412	45
Lee	13,161	9,950	300	2,875	36
Leon	12,685	8,897	1,990	1,447	351
Levy	6,767	5,362	750	535	120
Liberty	3,710	3,053	100	547	10
Madison	10,350	8,035	420	1,895	.....
Manatee	18,212	13,990	535	3,682	5
Marion	20,368	10,684	5,115	3,414	1,155
Monroe	5,040	3,840	700	500	.....
Nassau	3,707	2,764	398	545	.....
Orange	8,674	7,174	669	831	.....
Osceola	6,679	5,520	106	1,050	3
Palm Beach	15,785	8,180	920	6,590	95
Pasco	6,736	4,895	155	1,671	15
Pinellas	19,713	8,244	1,762	6,685	3,022
Polk	32,587	26,612	1,085	4,770	120
Putnam	8,177	5,355	1,235	1,497	90
St. Johns	9,804	5,528	1,275	2,636	365
St. Lucie	15,291	10,610	665	3,966	50
Santa Rosa	13,310	12,065	.....	1,245	.....
Seminole	5,861	3,905	1,160	675	121
Sumter	9,280	7,570	610	1,100	.....
Suwannee	9,645	7,185	615	1,655	190
Taylor	6,920	4,690	.....	2,230	.....
Volusia	25,897	19,072	2,730	3,885	210
Wakulla	2,265	1,765	235	205	60
Walton	8,569	8,115	.....	454	.....
Washington	3,461	3,220	165	46	30



CHAPTER IV.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR THE SCHOOL YEAR 1915-1916, TABULATED.

This Chapter records the statistical data of the public schools of the State by counties for the school year beginning July 1, 1915, and ending June 30, 1916.

The following tables present the completest and most reliable statistics, with occasional exceptions noted in footnotes, ever recorded in a Florida school report. Exceptional effort was made in trying to secure correct reports from County Superintendents, and while items in some instances were questioned, still it is believed the reports as a whole are the most reliable ever filed in the State Department; but if any errors are recorded they are due to errors in County Superintendents' reports.

Wherever facts are given by average or per cent, they are correct within one-half of one per cent or one unit.

It is believed the person needing to use school statistics, by investigating the following tables, will be enabled to find any fact relating to the schools of this State.

The population of the State and the school population in Table I had to be estimated, but it is believed that they are very nearly correct.

I.—Total Population and School Population, Estimated from State Census of 1915.

1915-1916, Counties.	Total Population.			School Population (6 to 21)		
	Total.	White.	Negro.	Total.	White.	Negro.
In State	943,198	575,790	367,408	302,028	183,607	118,421
Alachua	25,395	15,950	19,445	13,080	6,718	6,362
Baker	5,202	4,316	886	2,001	1,658	343
Bay	13,579	9,386	4,193	4,244	2,881	1,363
Bradford	16,602	11,981	4,621	6,236	4,425	1,811
Brevard	7,680	5,476	2,204	2,182	1,564	618
Broward	5,063	3,311	1,752	1,231	853	378
Calhoun	7,515	5,155	2,360	2,780	1,933	847
Citrus	5,165	2,964	2,201	1,642	1,001	641
Clay	7,496	4,504	2,992	2,394	1,492	902
Columbia	16,083	7,788	8,295	5,898	2,723	3,175
Dade	24,978	16,587	8,391	6,353	4,224	2,129
DeSoto	23,714	20,163	3,551	7,682	6,646	1,036
Duval	97,738	49,250	48,488	24,804	12,121	12,683
Escambia	41,714	26,374	15,340	13,388	8,939	4,449
Franklin	5,474	2,812	2,662	1,637	847	790
Gadsden	23,149	7,394	15,755	8,618	2,463	6,155
Hamilton	12,616	6,926	5,690	4,648	2,335	2,313
Hernando	6,534	3,327	3,207	1,962	1,040	922
Hillsborough	84,696	66,554	18,142	24,936	20,425	4,511
Holmes	14,497	12,868	1,629	5,316	4,793	523
Jackson	36,240	19,112	17,128	14,104	7,230	6,874
Jefferson	16,103	3,867	12,236	6,575	1,456	5,119
Lafayette	8,104	6,637	1,467	2,915	2,443	472
Lake	12,918	8,235	4,683	3,863	2,602	1,261
Lee	9,154	7,575	1,579	2,595	2,224	371
Leon	20,172	5,134	15,038	7,170	1,668	5,502
Levy	12,312	6,404	5,908	4,154	2,240	1,914
Liberty	4,973	2,637	2,336	1,751	968	783
Madison	18,045	8,406	9,639	6,677	2,798	3,879
Manatee	16,482	11,572	4,910	4,901	3,534	1,367
Marion	28,974	12,028	16,946	9,876	3,885	5,991
Monroe	19,541	14,701	4,840	5,865	4,202	1,663
Nassau	9,982	5,261	4,721	3,191	1,793	1,498
Okaloosa	9,981	7,086	2,895	3,512	2,581	931
Orange	15,645	10,220	5,425	4,642	3,028	1,614
Osceola	11,612	9,892	1,720	3,184	2,636	548
Palm Beach	10,362	7,058	3,304	2,606	1,891	715
Pasco	10,054	7,465	2,589	3,080	2,371	709
Pinellas	19,122	14,392	4,730	4,999	3,731	1,268
Polk	38,865	26,913	11,952	12,772	8,888	3,884
Putnam	16,362	8,326	8,036	4,785	2,394	2,391
St. Johns	13,510	8,214	5,296	3,812	2,317	1,495
St. Lucie	9,487	7,011	2,476	2,909	2,198	711
Santa Rosa	14,388	10,071	4,317	5,065	3,722	1,343
Seminole	10,110	5,386	4,724	2,906	1,466	1,440
Sumter	7,680	5,042	2,638	2,661	1,737	924
Suwannee	20,623	12,002	8,621	7,778	4,384	3,394
Taylor	11,476	6,538	4,938	3,401	2,171	1,230
Volusia	22,833	13,580	9,253	6,626	3,834	2,792
Wakulla	8,116	3,618	4,498	3,310	1,372	1,947
Walton	13,870	10,125	3,745	4,881	3,590	1,291
Washington	11,212	8,196	3,016	4,321	3,172	1,149

TABLE II.—(a) School Population (6 to 21) Divided as to Races and Sexes;
(b) Percentage Attended School.

1915-1916. Counties.	Total (6 to 21)	Whites.		Negroes.		Percentage Attended School.			
		Male.	Female.	Male.	Female.	Whites.		Negroes.	
						Male.	Female.	Male.	Female.
In State	302,028	92,176	91,431	58,113	60,298	74	73	50	56
Alachua	13,080	3,389	3,329	3,168	3,194	66	64	45	52
Baker	2,001	863	795	170	173	81	85	58	67
Bay	4,244	1,375	1,506	698	665	67	64	36	48
Bradford	6,236	2,198	2,227	877	934	78	74	52	55
Brevard	2,182	822	742	280	338	75	86	77	72
Broward	1,231	442	411	192	186	86	77	69	59
Calhoun	2,780	987	946	458	389	94	90	36	54
Citrus	1,642	466	535	317	324	92	87	55	63
Clay	2,394	759	733	442	460	69	70	40	48
Columbia	5,898	1,334	1,389	1,600	1,575	90	83	65	79
Dade	6,353	2,117	2,107	1,056	1,073	86	85	29	33
DeSoto	7,682	3,515	3,131	511	525	74	82	44	50
Duval	24,804	5,864	6,257	6,036	6,647	77	71	36	38
Escambia	13,388	4,201	4,738	2,226	2,253	85	87	44	63
Franklin	1,637	413	434	374	416	52	56	39	49
Gadsden	8,618	1,257	1,206	2,941	3,214	86	84	57	59
Hamilton	4,648	1,164	1,171	1,116	1,197	75	71	36	41
Hernando	1,962	532	508	459	463	79	83	51	57
Hillsborough	24,936	10,387	10,038	2,166	2,345	60	60	50	55
Holmes	5,316	2,449	2,344	278	245	53	57	32	42
Jackson	14,104	3,663	3,567	3,480	3,394	74	73	39	45
Jefferson	6,575	735	721	2,566	2,553	68	67	59	63
Lafayette	2,915	1,251	1,192	237	235	68	62	45	40
Lake	3,863	1,303	1,299	571	690	78	79	81	64
Lee	2,595	1,123	1,101	183	188	79	85	64	62
Leon	7,170	852	816	2,735	2,767	84	80	58	60
Levy	4,154	1,159	1,081	966	948	75	72	47	51
Liberty	1,751	501	467	392	391	77	79	32	38
Madison	6,677	1,450	1,348	1,896	1,983	91	89	71	78
Manatee	4,901	1,845	1,689	668	699	78	83	46	52
Marion	9,876	1,949	1,936	2,897	3,094	79	78	67	71
Monroe	5,865	2,092	2,110	828	835	44	40	35	40
Nassau	3,291	800	993	674	824	87	73	71	66
Okaloosa	3,512	1,281	1,300	452	479	79	75	31	36
Orange	4,642	1,463	1,565	725	889	81	75	78	72
Osceola	3,184	1,354	1,282	270	278	55	63	52	47
Palm Beach	2,606	985	906	401	314	95	94	84	*118
Pasco	3,080	1,218	1,153	348	361	77	82	36	42
Pinellas	4,999	1,913	1,818	616	652	90	96	63	71
Polk	12,772	4,413	4,475	1,951	1,933	75	72	36	39
Putnam	4,785	1,276	1,118	1,121	1,270	68	72	66	60
St. Johns	3,812	1,179	1,138	726	769	72	71	56	66
St. Lucie	2,909	1,060	1,129	354	357	78	76	52	62
Santa Rosa	5,065	1,824	1,898	653	690	81	71	33	41
Seminole	2,906	712	754	673	767	72	71	62	63
Sumter	2,661	900	837	468	456	83	85	67	68
Suwannee	7,778	2,191	2,193	1,683	1,711	82	75	50	61
Taylor	3,401	1,091	1,080	628	602	83	83	16	24
Volusia	6,626	1,895	1,939	1,369	1,423	71	73	54	52
Wakulla	3,319	695	677	1,012	935	54	54	34	39
Walton	4,881	1,765	1,825	651	640	81	74	28	40
Washington	4,321	1,695	1,477	564	585	78	77	72	98

* Census wrong or enrollment too large.

TABLE III.—(a) Number of Schools Taught; (b) Aggregate Days Schooling Given; (c) Average Length of Term in Days.

1915-1916. Counties.	Number of Schools.			Aggregate Days Schooling Given.			Average Length of Term in Days.		
	Total.	White.	Negro.	Both Races.	Whites.	Negroes.	Both.	White.	Negro.
In State.....	2,116	2,099	817	18,775,687	14,181,504	4,594,183	130	143	101
Alachua	110	71	39	667,916	478,739	189,177	117	142	80
Baker	31	26	5	99,902	91,084	8,818	108	113	75
Bay	47	33	14	225,580	188,833	36,747	128	139	90
Bradford	49	38	11	393,790	337,525	56,265	131	148	77
Brevard	43	35	8	180,016	150,964	29,052	132	152	79
Broward	13	8	5	160,976	139,411	21,565	191	213	116
Calhoun	43	32	11	149,035	128,447	20,588	112	120	79
Citrus	32	22	10	125,818	104,641	21,177	132	154	77
Clay	37	29	8	124,624	92,938	31,686	124	130	110
Columbia	84	53	31	327,603	188,272	139,333	104	121	87
Dade	35	29	6	520,891	454,402	66,489	159	162	146
DeSoto	85	78	7	604,912	559,370	45,542	143	145	119
Duval	84	51	33	1,685,948	1,148,003	537,945	158	190	154
Escambia	80	59	21	1,172,373	899,674	272,699	188	215	132
Franklin	7	5	2	81,905	55,073	26,832	132	154	102
Gadsden	68	28	40	363,147	195,340	167,807	92	127	70
Hamilton	62	46	16	202,906	157,363	45,543	102	120	68
Hernando	28	20	8	122,678	88,364	34,314	133	149	104
Hillsboro	102	84	18	1,753,829	1,523,552	230,277	149	154	121
Holmes	65	60	5	243,778	233,280	10,498	100	102	70
Jackson	125	78	47	648,402	413,757	234,645	97	111	77
Jefferson	56	19	37	268,981	83,513	185,468	92	122	83
Lafayette	54	49	5	130,746	118,716	12,030	116	119	93
Lake	57	41	16	289,880	219,981	69,899	134	143	114
Lee	35	33	2	235,208	207,378	27,830	158	159	157
Leon	82	36	46	344,502	148,549	195,953	108	145	91
Levy	64	47	17	253,816	167,705	86,111	134	142	121
Liberty	26	21	5	71,256	57,059	14,197	99	111	70
Madison	95	55	40	305,078	204,573	100,505	85	129	50
Manatee	54	48	6	357,529	310,888	46,641	138	145	100
Marion	113	63	50	629,409	338,921	290,488	126	145	110
Monroe	13	12	1	266,478	205,913	60,565	156	155	160
Nassau	67	50	17	166,458	126,504	39,954	93	121	54
Okaloosa	54	47	7	149,246	130,018	19,228	92	94	79
Orange	44	30	14	416,998	280,067	136,931	158	157	160
Osceola	32	27	5	181,357	156,887	24,470	142	146	122
Palm Beach	35	27	8	282,415	224,948	57,467	163	180	118
Pasco	44	38	6	213,252	194,837	18,415	138	147	87
Pinellas	29	25	4	499,995	435,645	64,350	154	160	120
Polk	90	76	14	875,208	759,142	116,066	142	152	100
Putnam	63	36	27	288,395	166,765	121,630	120	136	104
St. Johns	40	30	10	289,963	195,648	94,315	142	147	134
St. Lucie	37	30	7	216,974	182,851	34,123	139	146	110
Santa Rosa	66	57	9	260,594	232,459	28,135	115	121	81
Seminole	20	11	9	213,856	126,094	87,762	121	115	132
Sumter	35	25	10	174,161	132,341	41,820	112	118	91
Suwannee	102	69	33	322,298	221,603	100,695	88	96	74
Taylor	47	44	3	156,408	140,746	15,662	127	135	81
Volusia	55	37	18	487,231	334,326	152,905	147	156	131
Wakulla	38	24	14	104,600	63,820	40,780	112	124	95
Walton	66	59	7	233,042	207,912	25,130	103	107	77
Washington	73	48	25	234,322	176,663	57,659	104	109	91

TABLE—IV.—(a) Enrollment by Races and Sexes; (b) Percentage of School Population (6 to 21) Enrolled.

1915-1916. Counties.	Enrollment.							Percent- age Enrolled.		
	Both Races.	Whites.	Negroes.	White Males.	White Females.	Negro Males.	Negro Females.	Both.	White.	Negro.
In State	198,365	135,883	62,482	68,460	67,423	28,877	33,605	66	74	53
Alachua	7,488	4,381	3,108	2,247	2,134	1,436	1,672	58	65	49
Baker	1,587	1,373	214	700	673	98	116	79	83	62
Bay	2,456	1,882	574	922	960	255	319	58	65	42
Bradford	4,312	3,345	967	1,704	1,641	453	514	69	75	53
Brevard	1,725	1,263	462	621	642	217	245	80	80	75
Broward	1,022	780	242	380	400	133	109	83	91	64
Calhoun	2,155	1,778	377	928	850	165	212	77	91	44
Citrus	1,280	903	378	428	475	174	204	78	90	58
Clay	1,431	1,033	398	521	512	177	221	60	69	44
Columbia	4,643	2,357	2,286	1,208	1,140	1,043	1,243	78	86	72
Dade	4,273	3,611	662	1,814	1,797	308	354	67	85	31
DeSoto	5,668	5,179	489	2,604	2,575	227	262	74	78	47
Duval	13,946	9,163	4,783	4,515	4,648	2,155	2,628	56	76	38
Escambia	10,076	7,099	2,977	3,572	4,127	972	1,405	75	86	53
Franklin	811	462	349	217	245	146	203	50	54	44
Gadsden	5,704	2,090	3,614	1,077	1,013	1,699	1,915	66	85	59
Hamilton	2,613	1,716	897	879	837	405	492	56	73	39
Hernando	1,341	841	500	420	421	234	266	68	81	54
Hillsborough	14,607	12,229	2,378	6,215	6,014	1,077	1,301	58	60	53
Holmes	2,845	2,651	194	1,310	1,341	90	104	53	55	37
Jackson	8,307	5,423	2,884	2,727	2,696	1,368	1,516	59	75	42
Jefferson	4,101	983	3,118	501	482	1,507	1,611	62	67	61
Lafayette	1,790	1,589	201	850	739	106	95	61	65	43
Lake	2,958	2,045	913	1,017	1,028	464	449	76	78	72
Lee	2,055	1,821	234	886	935	117	117	79	82	63
Leon	4,863	1,371	3,492	714	657	1,587	1,905	68	82	63
Levy	2,595	1,649	946	873	776	459	487	62	73	49
Liberty	1,028	756	272	384	372	124	148	59	78	35
Madison	5,422	2,516	2,906	1,323	1,193	1,354	1,552	81	90	75
Manatee	3,513	2,846	667	1,447	1,399	305	362	72	80	54
Marion	7,199	3,055	4,144	1,536	1,519	1,954	2,190	73	79	69
Monroe	2,396	1,764	632	911	853	294	338	41	42	38
Nassau	2,444	1,419	1,025	695	724	477	548	74	79	68
Okaloosa	2,310	1,997	313	1,024	973	139	174	66	77	33
Orange	3,556	2,350	1,206	1,180	1,170	562	644	76	78	74
Osceola	1,816	1,544	272	739	805	140	132	57	58	50
Palm Beach	2,491	1,783	708	934	849	336	372	95	94	99
Pasco	2,159	1,883	276	935	948	125	151	70	79	39
Pinellas	4,336	3,483	853	1,727	1,756	389	464	86	93	67
Polk	7,975	6,521	1,454	3,309	3,212	702	752	63	73	37
Putnam	3,320	1,683	1,637	872	811	743	894	69	70	68
St. Johns	2,575	1,660	915	850	810	406	500	67	71	61
St. Lucie	2,092	1,687	405	829	858	184	221	72	79	57
Santa Rosa	3,330	2,834	496	1,479	1,355	216	280	66	76	37
Seminole	1,958	1,055	903	516	539	420	483	67	72	63
Sumter	2,078	1,453	625	743	710	314	311	78	84	68
Suwannee	5,321	3,438	1,883	1,793	1,645	847	1,036	68	78	55
Taylor	2,048	1,802	246	909	893	103	143	60	82	50
Volusia	4,240	2,764	1,476	1,352	1,412	738	738	64	73	53
Wakulla	1,454	742	712	378	364	345	367	44	54	36
Walton	3,210	2,774	436	1,430	1,344	182	254	66	77	34
Washington	3,440	2,457	983	1,315	1,142	406	577	79	77	86

TABLE V.—(a) Average Daily Attendance of Pupils by Races and Sexes;
(b) Percentage of Enrolled in Daily Attendance.

1915-1916. Counties.	Average Daily Attendance.							Percentages.		
	Both Races.	White.	Negro.	White Males.	White Females.	Negro Males.	Negro Females.	Both.	White.	Negro.
In State.....	144,419	98,847	45,572	49,203	49,644	20,759	24,813	73	73	73
Alachua	5,710	3,354	2,356	1,696	1,658	1,075	1,281	76	76	75
Baker	920	803	117	399	404	50	67	58	58	55
Bay	1,762	1,358	404	677	681	184	220	71	72	70
Bradford	3,002	2,269	733	1,163	1,106	329	404	69	68	76
Brevard	1,358	991	367	471	570	182	185	79	78	79
Broward	841	655	186	320	335	97	89	82	84	77
Calhoun	1,332	1,072	260	530	542	112	148	62	60	72
Citrus	955	680	275	319	361	128	147	75	75	73
Clay	1,004	716	288	353	363	119	169	70	69	72
Columbia	3,161	1,559	1,602	783	776	717	885	68	66	70
Dade	3,264	2,808	456	1,409	1,399	199	257	76	78	69
DeSoto	4,229	3,849	380	1,926	1,923	178	202	74	74	77
Duval	10,648	7,152	3,496	3,451	3,701	1,565	1,931	76	78	71
Escambia	6,247	4,187	2,060	2,029	2,158	828	1,232	62	54	87
Franklin	619	357	262	168	189	109	153	76	77	75
Gadsden	3,945	1,535	2,410	767	768	1,134	1,276	69	73	67
Hamilton	1,977	1,313	664	666	647	304	360	75	76	74
Hernando	924	593	331	289	304	160	171	69	70	66
Hillsborough ..	11,785	9,883	1,902	4,971	4,912	860	1,042	81	81	80
Holmes	2,424	2,275	149	1,171	1,104	61	88	85	86	77
Jackson	6,689	3,721	2,968	1,857	1,864	1,367	1,601	80	69	103
Jefferson	2,915	682	2,233	334	348	1,064	1,169	71	69	71
Lafayette	1,128	999	129	511	488	73	56	63	63	60
Lake	2,153	1,539	614	790	749	306	308	73	75	67
Lee	1,484	1,306	178	618	688	86	92	72	72	70
Leon	3,178	1,022	2,156	521	501	984	1,172	65	74	62
Levy	1,888	1,177	711	609	568	331	380	73	71	75
Liberty	717	515	202	250	265	91	111	70	68	74
Madison	3,603	1,585	2,018	798	787	936	1,082	66	66	69
Manatee	2,606	2,138	468	1,035	1,103	209	259	74	75	71
Marion	4,982	2,341	2,641	1,162	1,179	1,209	1,432	69	77	64
Monroe	1,705	1,327	378	660	667	171	207	71	75	60
Nassau	1,787	1,042	745	508	534	334	411	73	73	73
Okaloosa	1,616	1,374	242	689	685	104	138	70	69	77
Orange	2,635	1,777	858	863	914	388	470	74	75	71
Osceola	1,277	1,077	200	500	577	105	95	70	70	70
Palm Beach....	1,733	1,245	488	635	610	228	260	69	70	69
Pasco	1,539	1,328	211	668	660	97	114	71	71	76
Pinellas	3,253	2,717	536	1,355	1,362	221	315	75	78	63
Polk	6,156	4,999	1,157	2,508	2,491	552	605	77	77	79
Putnam	2,396	1,221	1,175	637	584	532	643	72	73	72
St. Johns	2,037	1,335	702	679	656	300	402	79	80	77
St. Lucie	1,557	1,247	310	597	650	141	169	74	74	76
Santa Rosa....	2,270	1,922	348	979	943	146	202	68	68	68
Seminole	1,763	1,098	665	524	574	304	361	90	100	74
Sumter	1,551	1,123	428	550	573	214	214	75	77	68
Suwannee	3,679	2,311	1,368	1,177	1,134	612	756	69	67	73
Taylor	1,235	1,042	193	534	508	80	113	60	58	78
Volusia	3,315	2,148	1,167	997	1,151	580	587	78	78	79
Wakulla	945	515	430	263	252	211	219	65	69	60
Walton	2,264	1,939	325	988	951	139	186	71	70	74
Washington ...	2,256	1,626	630	849	777	253	377	66	66	64

*Impossibility; the negro teachers were allowed to pad their reports.

TABLE VI.—Educational Status of Pupils Enrolled.
PART I.—Chart, First and Second Grades.

1915-1916. Counties.	Chart.			First Grade.			Second Grade		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State ..	27,683	12,881	14,802	31,093	19,521	11,572	26,436	17,288	9,148
Alachua ..	1,539	474	1,065	1,177	563	614	949	505	444
Baker	385	257	128	207	191	16	173	152	21
Bay	386	202	184	474	331	143	310	230	80
Bradford ..	960	653	307	580	457	123	540	386	154
Brevard ..	195	68	137	237	161	76	213	139	74
Brevard ..	195	58	137	237	161	76	213	139	74
Calhoun ..	372	279	93	372	260	112	289	220	69
Citrus	117	26	91	255	128	127	189	128	61
Clay	209	89	120	191	115	76	234	149	85
Columbia ..	343	223	120	367	303	64	337	272	65
Dade	652	452	200	566	452	114	540	416	124
DeSoto	585	408	177	843	750	93	691	615	76
Duval	1,477	199	1,278	2,152	1,431	721	1,972	1,264	708
Escambia ..	750	674	76	1,445	1,370	75	1,333	1,132	201
Franklin ..	173	91	82	112	42	70	79	43	36
Gadsden ..	375	225	150	535	289	246	437	242	195
Hamilton ..	465	218	247	428	213	215	334	220	114
Hernando ..	244	80	164	184	88	96	175	112	63
Hillsboro ..	1,215	629	586	2,639	2,249	390	2,230	1,858	372
Holmes	700	640	60	610	558	52	566	538	28
Jackson ..	1,522	737	785	1,858	818	1,040	1,537	767	770
Jefferson ..	658	82	576	896	110	786	489	119	570
Lafayette ..	346	262	84	232	206	26	213	192	21
Lake	321	143	178	419	221	198	360	229	131
Lee	265	185	80	306	267	39	240	207	33
Leon	1,273	158	1,115	874	118	756	713	165	548
Levy	482	192	290	393	219	174	367	199	168
Liberty	215	114	101	154	118	36	124	95	29
Madison ..	1,382	299	1,083	823	308	515	719	279	440
Manatee ..	545	301	244	454	349	105	390	296	94
Marion	1,242	185	1,057	1,129	378	751	1,061	359	702
Monroe	41	41	.....	758	505	253	415	328	87
Nassau	536	228	308	357	178	179	327	152	175
Okaloosa ..	375	304	71	313	237	76	278	227	51
Orange	370	105	265	489	335	154	398	263	135
Osceola	226	164	62	181	140	41	212	181	31
Palm Beach ..	276	98	178	358	261	97	311	201	110
Pasco	299	212	87	266	197	69	230	184	46
Pinellas .....	.....	.....	.....	627	537	90	621	445	176
Polk	796	400	396	1,149	895	254	934	682	252
Putnam	629	175	454	456	184	272	398	180	218
St. Johns ..	295	131	164	394	234	160	404	238	166
St. Lucie ..	234	133	101	269	105	64	273	211	62
Santa Rosa ..	481	359	122	605	478	127	440	362	78
Seminole ..	246	15	231	261	142	119	249	115	134
Sumter	310	142	168	287	182	105	257	171	86
Suwannee ..	1,116	519	597	818	438	380	662	382	280
Taylor	373	308	65	294	238	56	294	248	46
Volusia	146	146	.....	999	398	601	525	333	192
Wakulla	249	98	151	246	87	159	198	97	101
Walton	527	381	146	467	390	77	406	356	50
Washington ..	621	309	312	440	306	134	469	318	151

TABLE VI.—Educational Status of Pupils Enrolled.
PART II.—Third, Fourth, and Fifth Grades.

1915-1916. Counties.	Third.			Fourth.			Fifth.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State...	25,595	17,504	8,091	23,546	17,105	6,441	18,667	14,581	4,086
Alachua ...	921	539	382	881	609	272	621	444	177
Baker	243	220	23	159	145	14	167	159	8
Bay	369	281	88	301	248	53	182	160	22
Bradford ...	564	425	139	543	432	111	404	347	57
Brevard ...	244	181	63	210	151	59	176	148	28
Broward ...	123	83	40	111	94	17	131	117	14
Calhoun ...	307	254	53	253	215	38	189	178	11
Citrus	158	100	49	139	117	22	118	90	19
Clay	165	129	36	169	134	35	139	112	27
Columbia ...	391	321	70	338	308	30	230	213	17
Dade	495	405	90	503	413	90	403	388	15
DeSoto ...	749	687	62	734	686	48	528	503	25
Duval	2,095	1,457	638	1,778	1,221	557	1,437	1,065	372
Escambia ...	1,195	1,024	171	1,069	893	176	991	805	186
Franklin ...	79	31	48	88	60	28	55	32	23
Gadsden ...	445	247	198	400	222	178	479	257	222
Hamilton ...	340	214	126	321	220	101	248	189	59
Hernando ...	160	103	57	141	96	45	104	78	26
Hillsboro ...	1,820	1,535	285	1,784	1,480	304	1,375	1,103	182
Holmes ...	517	489	28	493	481	12	406	397	9
Jackson ...	1,256	657	599	1,100	610	490	821	577	244
Jefferson ...	616	131	485	494	112	382	287	79	208
Lafayette ...	231	207	24	226	206	20	217	199	18
Lake	401	248	153	335	239	96	318	231	87
Lee	252	229	23	271	237	34	217	208	9
Leon	608	160	448	446	131	315	271	116	155
Levy	296	194	102	329	238	91	230	167	63
Liberty ...	140	93	47	126	90	36	115	98	17
Madison ...	721	305	416	550	272	278	375	236	139
Manatee ...	377	303	74	424	346	78	336	316	20
Marion ...	943	355	588	899	402	496	582	320	262
Monroe ...	357	283	74	349	247	102	179	131	48
Nassau ...	335	205	130	267	179	88	235	182	53
Okaloosa ...	337	300	37	265	245	20	229	225	4
Orange ...	467	295	172	450	275	175	266	245	121
Osceola ...	223	180	43	246	200	46	200	183	25
Palm Beach	324	233	91	277	203	74	236	171	65
Pasco	238	192	46	232	213	19	203	197	6
Pinellas ...	565	446	119	575	431	144	519	394	125
Polk	965	763	202	983	850	133	848	760	88
Putnam ...	439	227	212	396	235	161	258	169	89
St. Johns...	311	179	132	328	225	103	268	180	88
St. Lucie...	270	211	59	251	206	45	211	179	32
Santa Rosa.	429	347	82	473	424	49	301	282	19
Seminole ...	283	137	146	234	119	115	214	124	90
Sumter ...	284	181	103	246	158	88	237	195	42
Suwannee ...	673	431	242	576	414	162	521	375	146
Taylor ...	271	239	32	237	223	14	240	209	31
Volusia ...	608	342	266	509	360	149	415	298	117
Wakulla ...	193	91	102	203	110	93	141	75	66
Walton ...	401	331	70	377	339	38	353	309	44
Washington	401	275	126	458	341	117	333	267	66

TABLE VI.—Educational Status of Pupils Enrolled.
PART III.—Sixth, Seventh, and Eighth Grades.

1915-1916. Counties.	Sixth Grade.			Seventh Grade.			Eighth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State ..	13,876	11,469	2,407	10,750	9,645	1,105	8,943	8,283	660
Alachua ..	450	347	103	349	310	39	286	274	12
Baker	96	96	.....	64	60	4	64	64	.....
Bay	154	152	2	130	130	.....	88	88	.....
Bradford ..	212	170	42	198	172	26	146	141	5
Brevard ..	98	85	13	143	134	9	88	85	3
Broward ..	81	77	4	57	57	.....	55	55	.....
Calhoun ..	116	115	1	77	77	.....	117	117	.....
Citrus	102	93	9	71	70	1	48	48	.....
Clay	102	91	11	76	74	2	85	79	6
Columbia ..	221	197	24	199	190	9	219	207	12
Dade	340	321	19	245	237	8	158	156	2
DeSoto	447	440	7	403	402	1	336	336	.....
Duval	1,004	774	230	780	652	128	547	474	73
Escambia ..	721	589	132	435	390	45	407	368	39
Franklin ...	56	44	12	44	32	12	20	19	1
Gadsden ...	346	187	159	285	158	127	246	133	113
Hamilton ...	162	136	26	123	116	7	94	92	2
Hernando ...	88	68	20	80	73	7	58	56	2
Hillsboro ...	1,046	909	137	862	814	48	690	653	37
Holmes	436	431	5	166	166	.....	144	144	.....
Jackson	551	440	111	565	551	14	310	309	1
Jefferson ...	160	81	79	101	83	18	102	91	11
Lafayette ...	154	150	4	71	69	2	81	79	2
Lake	237	207	30	153	128	25	206	192	14
Lee	157	152	5	119	109	10	93	92	1
Leon	192	122	70	117	104	13	106	77	29
Levy	160	133	27	132	114	18	132	119	13
Liberty	46	43	3	40	40	.....	53	50	3
Madison	236	205	31	249	246	3	256	255	1
Manatee	263	231	32	239	224	15	223	218	5
Marion	458	305	153	329	248	81	267	238	29
Monroe	116	79	37	84	68	16	50	45	5
Nassau	132	106	26	122	90	32	115	99	16
Okaloosa ...	283	135	148	144	143	1	126	124	2
Orange	322	244	78	235	195	40	184	151	33
Osceola	158	148	10	129	125	4	94	86	8
Palm Beach ..	209	172	37	148	121	27	137	122	15
Pasco	185	184	1	168	165	3	220	220	.....
Pinellas ...	372	289	83	334	268	66	290	230	40
Polk	723	660	63	519	483	36	475	459	16
Putnam	212	146	66	196	150	46	166	133	33
St. Johns ...	175	139	36	131	103	28	123	107	16
St. Lucie ...	142	118	24	147	133	14	123	120	3
Santa Rosa ..	258	246	12	153	148	5	130	128	2
Seminole ...	156	112	44	131	119	12	78	64	14
Sumter	150	132	18	118	111	7	112	104	8
Suwannee ...	286	239	47	343	318	25	191	187	4
Taylor	115	113	2	87	87	.....	33	33	.....
Volusia	378	295	83	280	229	51	192	175	17
Wakulla	117	84	33	46	39	7	54	54	.....
Walton	224	217	7	187	187	.....	179	175	4
Washington ..	271	220	51	146	133	13	166	158	8

TABLE VI.—Educational Status of Pupils Enrolled.
PART IV.—Ninth, Tenth, Eleventh and Twelfth Grades.

1915-1916. Counties.	Ninth Grade.			Tenth Grade.			Eleventh Grade.			Twelfth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State.....	4502	4198	304	2438	2252	184	1399	1325	74	963	933	30
Alachua.....	143	143	...	75	75	...	71	71	...	28	28	...
Baker.....	26	26	...	1	1	...	...	...	...	...	...	...
Bay.....	43	43	...	17	17	...	...	...	...	...	...	...
Bradford.....	103	94	9	35	35	...	10	10	...	3	3	...
Brevard.....	65	65	...	25	25	...	17	17	...	11	11	...
Broward.....	37	37	...	21	21	...	14	14	...	14	14	...
Calhoun.....	51	51	...	12	12	...	...	...	...	...	...	...
Citrus.....	40	40	...	17	17	...	12	12	...	8	8	...
Clay.....	24	24	...	17	17	...	6	6	...	5	5	...
Columbia.....	78	71	7	26	24	2	15	15	...	13	13	...
Dade.....	176	176	...	88	88	...	46	46	...	25	25	...
DeSoto.....	148	148	...	102	102	...	53	53	...	49	49	...
Duval.....	311	267	44	202	186	16	127	114	13	64	59	5
Escambia.....	252	214	38	150	119	31	82	63	19	69	58	11
Franklin.....	32	32	...	13	13	...	12	12	...	11	11	...
Gadsden.....	90	51	48	94	47	47	46	23	23	18	9	9
Hamilton.....	44	44	...	24	24	...	20	20	...	10	10	...
Hernando.....	44	44	...	13	13	...	22	22	...	8	8	...
Hillsborough.....	452	428	24	248	240	8	149	144	5	97	97	...
Holmes.....	52	52	...	14	14	...	1	1	...	...	...	...
Jackson.....	94	94	...	42	42	...	14	14	...	11	11	...
Jefferson.....	51	51	...	23	23	...	13	13	...	8	8	...
Lafayette.....	13	13	...	7	7	...	3	3	...	1	1	...
Lake.....	115	114	1	60	60	...	18	18	...	15	15	...
Lee.....	63	63	...	42	42	...	20	20	...	10	10	...
Leon.....	53	41	12	61	44	17	33	19	14	16	16	...
Levy.....	66	66	...	28	28	...	...	...	...	...	...	...
Liberty.....	9	9	...	3	3	...	...	...	...	...	...	...
Madison.....	50	50	...	36	36	...	9	9	...	6	6	...
Manatee.....	93	93	...	58	58	...	47	47	...	44	44	...
Marion.....	165	146	19	68	62	6	36	36	...	21	21	...
Monroe.....	19	12	7	12	9	3	5	5	...	11	11	...
Nassau.....	37	27	10	11	8	3	3	3	...	7	2	5
Okaloosa.....	23	23	...	7	7	...	27	27	...	...	...	...
Orange.....	127	113	14	78	59	19	49	49	...	21	21	...
Osceola.....	71	69	2	26	26	...	17	17	...	24	24	...
Palm Beach.....	95	86	9	60	55	5	33	33	...	27	27	...
Pasco.....	69	69	...	28	28	...	24	24	...	16	16	...
Pinellas.....	175	165	10	123	123	...	82	82	...	72	72	...
Polk.....	264	255	9	157	152	5	100	100	...	62	62	...
Putnam.....	57	42	15	28	19	9	9	9	...	14	14	...
St. Johns.....	72	58	14	48	37	11	19	19	...	8	8	...
St. Lucie.....	96	95	1	33	33	...	31	31	...	14	14	...
Santa Rosa.....	40	40	...	10	10	...	8	8	...	...	...	...
Seminole.....	58	52	6	43	41	2	27	27	...	20	20	...
Sumter.....	35	35	...	28	28	...	2	2	...	6	6	...
Suwannee.....	73	73	...	31	31	...	14	14	...	17	17	...
Taylor.....	5	5	...	...	...	...	...	...	...	...	...	...
Volusia.....	88	88	...	48	48	...	32	32	...	20	20	...
Wakulla.....	7	7	...	...	...	...	...	...	...	...	...	...
Walton.....	51	51	...	21	21	...	12	12	...	3	3	...
Washington.....	48	43	5	22	22	...	9	9	...	56	56	...

TABLE VII.—(a) Number of Teachers' Positions Filled;
(b) Number of Different Teachers Employed.

1915-1916. Counties.	Teachers' Positions Filled.			Different Teachers Employed.							
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	White Males.	White Females.	Negro. Males.	Negro. Females.	
In State ...	5,863	4,480	1,385	*5,734	*4,598	*1,136	*1,105	3,493	*249	887	
Alachua	209	158	51	199	166	33	35	131	7	26	
Baker	57	52	5	54	49	5	20	29	1	4	
Bay	77	63	14	82	63	19	18	45	5	14	
Bradford	112	97	15	108	98	10	37	61	5	5	
Brevard	79	63	16	80	64	16	15	49	6	10	
Broward	41	32	9	42	33	9	6	27	...	9	
Calhoun	65	54	11	69	60	9	21	39	5	4	
Citrus	49	39	10	46	38	8	7	31	1	7	
Clay	55	43	12	54	41	13	12	29	2	11	
Columbia	134	88	46	123	86	37	23	63	7	30	
Dade	151	135	16	154	138	16	24	114	3	13	
DeSoto	189	178	11	186	176	10	58	118	3	7	
Duval	369	274	95	372	277	95	16	261	8	87	
Escambia	215	163	52	208	159	49	23	136	10	39	
Franklin	25	17	8	25	17	8	2	15	2	6	
Gadsden	111	69	42	114	80	34	17	63	10	24	
Hamilton	78	59	19	87	71	16	23	48	2	14	
Hernando	46	34	12	45	33	12	4	29	3	9	
Hillsboro	373	328	45	380	335	45	51	284	5	40	
Holmes	102	97	5	88	83	5	40	43	...	5	
Jackson	250	164	86	222	150	72	53	97	29	43	
Jefferson	79	39	40	82	41	41	11	30	16	25	
Lafayette	83	78	5	80	74	6	31	43	2	4	
Lake	114	91	23	113	93	20	16	77	5	15	
Lee	73	68	5	73	68	5	19	49	1	4	
Leon	117	61	56	113	66	47	10	56	6	41	
Levy	83	63	20	78	62	16	21	41	8	8	
Liberty	36	30	6	35	29	6	11	18	2	4	
Madison	124	80	44	100	71	29	26	45	8	21	
Manatee	130	113	17	130	113	17	25	88	2	15	
Marion	197	150	77	181	124	57	21	103	9	48	
Monroe	57	47	10	59	49	10	4	45	2	8	
Nassau	89	63	26	84	63	21	9	54	4	17	
Okaloosa	65	58	7	69	64	5	25	39	1	4	
Orange	117	87	30	116	86	30	15	71	3	27	
Osceola	67	58	9	67	58	9	7	51	3	6	
Palm Beach ..	84	67	17	87	67	20	15	52	4	16	
Pasco	83	76	7	84	78	6	27	51	3	3	
Pinellas	137	18	119	137	119	18	18	101	3	15	
Polk	247	212	35	247	212	35	43	169	3	32	
Putnam	111	69	42	100	68	32	17	51	3	29	
St. Johns ..	88	65	23	92	69	23	11	58	4	19	
St. Lucie	66	57	9	66	57	9	15	42	4	5	
Santa Rosa ..	94	84	10	92	84	8	32	52	1	7	
Seminole	59	37	22	55	36	19	4	32	3	16	
Sumter	63	49	14	62	49	13	12	37	4	9	
Suwannee	143	104	39	144	106	38	37	69	14	24	
Taylor	71	66	5	72	68	4	31	37	2	2	
Volusia	156	116	40	153	118	35	17	101	4	31	
Wakulla	43	28	15	38	27	11	7	20	5	6	
Walton	113	103	10	107	102	5	33	69	2	3	
Washington ..	89	66	23	80	60	20	30	30	4	16	

*By comparing this and the two following tables, it appears that over 80 teachers taught without any certificate.

TABLE VIII.—PART I.—Grades of County Certificates Held by Teachers Employed.

1915-1916. Counties.	Total.	3rd Grade.			2nd Grade.			1st Grade.			Temporary.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State.....	5149	1444	901	543	2169	1676	493	1286	1212	74	250	188	62
Alachua	178	50	35	15	80	63	17	47	46	1	1	1	...
Baker	53	17	14	3	17	16	1	18	17	1	1	1	...
Bay	78	39	28	11	20	14	6	11	11	...	8	7	1
Bradford	96	33	30	3	36	33	3	27	25	2	...	...	...
Brevard	125	28	13	15	62	26	36	25	11	14	10	5	5
Broward	37	6	2	4	10	5	5	9	9	...	12	...	...
Calhoun	74	19	14	5	31	25	6	24	23	1	...	...	...
Citrus	44	10	5	5	17	12	5	16	16	...	1	1	...
Clay	48	22	16	6	21	17	4	5	4	1	...	...	...
Columbia	114	18	6	12	53	36	17	38	36	2	5	1	4
Dade	113	22	13	9	43	38	5	42	42	...	6	6	...
DeSoto	163	22	21	1	56	53	3	76	71	5	9	9	...
Duval	312	98	41	57	147	114	33	56	52	4	11	10	1
Escambia	173	69	37	32	78	65	13	22	20	2	4	4	...
Franklin	18	4	1	3	7	3	4	7	7	...	...	...	...
Gadsden	115	34	15	19	34	24	10	30	30	...	17	5	12
Hamilton	83	33	29	4	33	21	12	15	15	...	2	2	...
Hernando	46	7	4	3	18	10	8	21	20	1	...	...	...
Hillsboro	306	58	43	15	152	129	23	61	58	3	35	33	2
Holmes	86	37	36	1	41	38	3	8	8	...	...	...	...
Jackson	210	76	28	48	88	68	20	44	40	4	2	2	...
Jefferson	72	25	7	18	14	11	3	13	13	...	20	3	17
Lafayette	79	20	19	1	43	39	4	16	15	1	...	...	...
Lake	104	25	17	8	45	34	11	31	30	1	3	3	...
Lee	61	7	6	1	27	25	2	23	23	...	4	2	2
Leon	95	48	14	34	31	22	9	14	14	...	2	2	...
Levy	76	25	14	11	37	32	5	11	11	...	3	3	...
Liberty	32	8	8	...	16	13	3	8	6	2	...	...	...
Madison	94	30	14	16	44	32	12	19	19	...	1	1	...
Manatee	111	24	21	3	52	42	10	30	30	...	5	4	1
Marion	160	60	28	32	57	32	25	41	40	1	2	2	...
Monroe	57	8	5	3	16	13	3	25	22	3	8	6	2
Nassau	77	31	20	11	32	25	7	14	12	2	...	...	...
Okaloosa	68	24	23	1	31	27	4	13	13	...	...	...	...
Orange	103	21	12	9	46	26	20	36	35	1	...	...	...
Osceola	57	10	7	3	23	18	5	24	23	1	...	...	...
Palm Beach...	67	25	13	12	21	17	4	11	11	...	10	9	1
Pasco	74	16	14	2	24	21	3	32	32	...	2	1	1
Pinellas	106	23	15	8	46	42	4	13	12	1	24	19	5
Polk	211	26	18	8	75	53	22	108	103	5	2	2	...
Putnam	88	21	12	9	51	29	22	13	12	1	3	3	...
St. Johns	85	27	14	13	40	30	10	10	10	...	8	8	...
St. Lucie	59	15	11	4	26	22	4	17	16	1	1	1	...
Santa Rosa...	88	29	25	4	45	41	4	14	14	...	...	...	...
Seminole	54	19	8	11	18	12	6	11	9	2	6	5	1
Sumter	60	13	9	4	19	15	4	21	21	...	7	1	6
Suwannee	141	35	26	9	70	47	23	30	25	5	6	5	1
Taylor	64	19	15	4	23	23	...	20	20	...	2	2	...
Volusia	119	20	8	12	61	45	16	34	29	5	4	4	...
Wakulla	38	15	6	9	15	14	1	6	5	1	2	2	...
Walton	96	43	40	3	37	35	2	15	15	...	1	1	...
Washington ..	81	30	21	9	40	29	11	11	11	...	...	...	...

TABLE VIII.—PART II.—(a) Other Certificates Held by Teachers Employed;
(b) Number of Non-Resident Teachers.

1915-1916. Counties.	Primary- 4-Year.	Life Primary.	Life 1st Grade.					Special.	State 5-Year.	State Life.	Non-Resident Teachers.					
	White.	White.	Total.	White.	Negro.	White.	White.		Of County.			Of State.				
									Total.	White.	Negro.	Total.	White.	Negro.		
In State	84	93	129	107	22	211	115	84	1191	952	239	387	358	29		
Alachua	4	4	5	5	...	3	3	2	73	63	10	5	5	...		
Baker	1	1	1	1	...	1	1	1	29	25	4	...	...	...		
Bay	1	1	4	3	1	1	...	...	...	...	...	...	...	...		
Bradford	1	1	1	1	...	1	...	...	...	...	...	...	...	...		
Brevard	1	1	1	1	...	5	3	...	23	16	7	2	2	...		
Broward	1	1	1	1	...	2	...	2	11	11	...	13	13	...		
Calhoun	1	1	1	1	...	...	...	...	22	14	8	4	4	...		
Citrus	1	1	1	1	...	1	1	2	16	8	8	3	3	...		
Clay	1	1	1	1	...	1	...	2	18	15	3	1	1	...		
Columbia	1	2	3	3	...	1	1	1	21	11	10	1	1	...		
Dade	4	1	1	1	...	24	1	8	75	75	...	30	27	3		
DeSoto	1	1	3	2	1	15	9	5	34	25	9	18	18	...		
Duval	12	11	18	17	1	10	1	9	...	...	...	...	...	...		
Escambia	4	11	9	7	2	5	6	...	22	21	1	6	6	...		
Franklin	4	1	1	1	...	1	2	1	3	3	...	4	4	...		
Gadsden	1	3	1	1	1	5	2	1	30	28	2	21	19	2		
Hamilton	1	1	1	1	...	1	1	1	21	17	4	8	8	...		
Hernando	1	1	1	1	...	1	1	1	13	6	7	3	3	...		
Hillsboro	14	9	14	12	2	22	6	10	23	20	3	34	32	2		
Holmes	1	7	7	7	...	...	...	...	33	31	2	1	1	...		
Jackson	4	3	3	3	...	1	1	2	37	25	12	7	7	...		
Jefferson	2	6	3	3	...	1	1	1	9	9	...	2	2	...		
Lafayette	1	1	1	1	...	1	...	...	36	32	4	...	...	...		
Lake	1	1	1	1	...	2	8	1	34	30	4	1	1	...		
Lee	1	1	1	1	...	6	3	...	24	24	...	7	7	...		
Leon	1	4	3	3	...	8	5	2	22	12	10	2	2	...		
Levy	1	2	2	2	...	...	...	...	26	21	5	4	4	...		
Liberty	1	1	1	1	...	1	...	...	30	27	3	1	1	...		
Madison	2	2	2	1	1	1	1	1	25	12	13	6	6	...		
Manatee	6	5	5	3	2	7	3	1	34	26	8	14	13	1		
Marion	5	2	2	2	...	6	3	1	38	18	20	22	15	7		
Monroe	1	1	1	1	...	2	1	...	...	...	...	...	...	...		
Nassau	1	1	4	3	1	...	...	2	16	13	3	...	...	...		
Okaloosa	1	1	2	2	...	6	7	2	30	29	1	6	6	...		
Orange	2	1	2	2	...	3	2	4	25	23	2	6	6	...		
Osceola	2	1	2	2	...	3	2	4	19	16	3	1	1	...		
Palm Beach	1	4	2	1	1	9	2	2	11	6	5	26	24	2		
Pasco	1	3	6	6	...	4	3	1	21	21	...	6	6	...		
Pinellas	1	3	6	6	...	23	...	2	13	11	2	45	33	12		
Polk	12	5	8	8	...	16	9	2	57	47	10	17	17	...		
Putnam	1	2	3	2	1	4	2	2	18	10	8	2	2	...		
St. Johns	1	1	1	1	...	1	...	2	17	16	1	6	6	...		
St. Lucie	1	1	1	1	...	1	3	1	12	10	2	8	8	...		
Santa Rosa	1	1	1	1	...	1	1	1	37	33	4	2	2	...		
Seminole	2	1	1	1	...	4	...	1	...	...	...	...	...	...		
Sumter	1	2	...	...	...	2	2	...	14	10	4	13	13	...		
Suwannee	1	1	...	...	...	1	1	...	27	13	14	11	11	...		
Taylor	3	1	...	...	...	1	3	...	12	12	...	5	5	...		
Volusia	2	7	6	4	2	8	7	2	72	49	23	10	10	...		
Wakulla	1	2	1	1	...	...	4	3	4	4	...	2	2	...		
Walton	1	2	1	1	...	...	...	...	...	...	...	...	...	...		
Washington	1	2	1	1	...	...	...	...	...	...	...	...	...	...		

*3 Negroes.

TABLE IX.—Result of Uniform Examinations.

1915-1916. Counties.	Total Examinees.	Number and Grades of Certificates Issued.													
		Failed to Pass.		To Whites.						To Negroes.					
				To Whites.			To Negroes.			To Whites.			To Negroes.		
				1st Grade.	2nd Grade.	3rd Grade.	1st Grade.	2nd Grade.	3rd Grade.	1st Grade.	2nd Grade.	3rd Grade.	1st Grade.	2nd Grade.	3rd Grade.
		White.	Negro.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State	4036	629	653	168	282	238	627	279	674	6	5	45	79	61	292
Alachua	114	12	19	9	6	7	15	5	18			1	2	1	19
Baker	33	20				2	2	6							
Bay	37	16	3		1	1	3	6	7						
Bradford	40	17				5	7	4	6						
Brevard	28	8		2	3	2	5	2	6						
Broward	16		9		1				1				1		4
Calhoun	71	20	2	2	1	8	8	13	15			1	1		
Citrus	48	6	1	1	14		11	1	14						
Clay	53	12	6	1		4	9	3	12			1		1	4
Columbia	133	11	20	5	17	11	20	5	28	2	1	1	2	4	6
Dade	52	5	12	2	7		13		4				4		5
DeSoto	121	27	1	10	10	8	26	11	28						
Duval	133	7	41		3	1	15	1	16			2	9	5	33
Escambia	163	22	52	1	1	1	15	7	31				3	5	25
Franklin	24	5	10	2		3	2		2						
Gadsden	75	9	25	1	4	4	9		7			4	1	4	7
Hamilton	90	26	10	4	9	8	7	4	15			1	3	1	2
Hernando	11	1		2	4		3		1						
Hillsboro	283	41	85	4	19	8	54	6	41	1			1	2	21
Holmes	91	31	2	4	1	12	7	15	17			1			1
Jackson	190	20	47	6	13	18	40	10	18					8	10
Jefferson	87	4	13	3	5	5	9	2	10	1		8	7	6	14
Lafayette	43	13		2		9	9	4	6						4
Lake	57	7	1	4	6	1	15	3	14			2			
Lee	27	2	4	2	2	2	5	1	7						2
Leon	83	9	14	1	5	2	12	1	19					1	19
Levy	66	15	16	1	1	3	8	3	12			2	2	2	1
Liberty	21	6	3	1	1	2	3	1	4						
Madison	168	39	1	13	17	11	38	19	30						
Manatee	46	3	3	2	3	2	10	6	11				1		5
Marion	134	17	40	4	6	2	18	4	23			2	5	2	11
Monroe	18			2	1	7		6		1					1
Nassau	77	4	11	5		13		19	2			9		2	12
Okaloosa	68	22	1	1		6	4	14	16			1			3
Orange	76	4	24	4	8	3	8	2	13			1	4	1	5
Osceola	48	2	3	3	11	1	10	1	11			1	3		2
Palm Beach	60	5	17		1	6	7	4	10			1	2	2	5
Pasco	102	3	6	6	24	4	30	3	24				2		
Pinellas	75	6	11	1	2		15	1	29					2	8
Polk	123	8	15	12	24	3	19	15	17				1	1	8
Putnam	62	3	11	3	3	5	25	8	2				1		1
St. Johns	45		7	1	4		14	1	7		2			1	8
St. Lucie	29		2	2	2	2	12	2	5						2
Santa Rosa	47	19	4	1	1	3	3	5	10					1	
Seminole	51	3	9	3	6	1	4		7				9	2	7
Sumter	52	3	10	4	4	4	11	2	9			1	1		3
Suwannee	174	26	40	6	11	5	24	7	14	2	1	4	12	1	21
Taylor	66	17		9	2	12	10	8	8						
Volusia	50	4	19		5	1	8	1	11						1
Wakulla	33	4		3		3	6	1	6			1		3	6
Walton	103	50	8	4	4	6	8	6	16					1	
Washington	139	12	15	8	9	9	11	30	34			1	2	2	6

TABLE X.—Certain Facts Relative to Teachers Employed.

1915-1916. Counties.	Graduates of Normal Schools.				Attendants at Summer Schools.				Attendants at Teachers Associations.		Subscribers to Education- al Journals.	
	White.		Negro.		White.		Negro.		White.	Negro.	White.	Negro.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
In State	255	721	58	171	277	940	42	185	563	101	2186	463
Alachua	9	20			19	48			39		125	11
Baker	2	2			6	6			2		13	
Bay												
Bradford					19	19			6		17	
Brevard	7	8	3	5	6	18	1	4	2	4	34	9
Broward					2	6			8			
Calhoun	1	1	1		9	8		1	4		23	4
Citrus	1	2			1	7			1		18	
Clay	2	2	1	3	2	5		1	1		11	4
Columbia	6	8	3	7	5	17	1		7	4	30	15
Dade	20	73			6	15			109			
DeSoto	21	37	1	2	10	30		2	20	4	115	7
Duval		24			4	142	5	11	9	6	185	53
Escambia	2	10			3	75	1	40			98	28
Franklin	1	6	1	1	1	3	1		4	1	14	7
Gadsden	8	17		1	5	18	1	6	11		49	13
Hamilton	4	4			2	6					30	7
Hernando	2	9		5	1	8	1	3	6	1	28	7
Hillsboro	16	37	3	3	7	47		9	9		183	20
Holmes	4	6			8	10			5		12	
Jackson	6	14			20	35	2	4	13	3	53	9
Jefferson	6	9			5	6	2	1	11	3	20	7
Lafayette	4	2	1	2	9	14			7		18	
Lake	10	24	3	7	6	20		3	6		56	14
Lee	5	13	1	1	3	12			9		39	3
Leon	3	9	1	2		19	2	28	45	22	22	20
Levy	6	16	3	3	3	8	2	3	8		28	5
Liberty					5	4			2		9	1
Madison	3	9	3	9	8	11			28	6	35	12
Manatee	6	12			4	13			4		45	
Marion	8	39	8	44	6	40	11	16	14	15	75	42
Monroe	2	2			1	15					10	
Nassau	3	8	1	2	1	25		4	4	2	18	4
Okaloosa	4	1	1	1	9	7			3		27	
Orange	3	10	2	4	2	10		2	11	3	17	7
Osceola	3	5			2	4			29	6	25	7
Palm Beach	4	14			4	6			18	9	29	10
Pasco	2	2			12	22			6		33	
Pinellas	14	81	3	11	7	40	2	8	21		119	18
Polk	12	40	1	5	20	40		3	5	5	178	12
Putnam	5	11	1	21	3	23	1	9	1		32	23
St. Johns	4	4		1	2	7		9	4	2	25	16
St. Lucie	4	13			1	5			14		44	9
Santa Rosa	1			1	2	4		1	7		51	3
Seminole	4	21	3	12	2	7	1	5	6	3	32	15
Sumter					3	14	2	5				
Suwannee	7	10	5	5					10		14	2
Taylor					1	4			10		27	
Volusia	6	64	4	13	9	21	4	5	7		85	25
Wakulla	4	2			4	6	2	2	10	2	27	11
Walton	10	20			7	10						
Washington									7		10	3

TABLE XI.—(a) Average Age of Teachers; (b) Average Experience in months; (c) Percentage of Males.

1915-1916. Counties.	Average Age in Years.					Average Experience in Months.					Percentage of Males.		
	All Teachers.	White.		Negro.		All Teachers.	White.		Negro.		Both Races.	White.	Negro.
		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.			
In State.....	27	28	26	37	29	44	45	37	95	55	23	24	22
Alachua.....	28	28	26	35	31	48	44	40	115	81	21	21	21
Baker.....	24	28	22	32	22	27	43	17	24	16	39	41	20
Bay.....	29	28	26	32	26	41	58	35	61	30	28	29	26
Bradford.....	22	23	20	33	30	25	27	19	64	53	39	38	50
Brevard.....	28	29	27	33	28	38	38	36	59	44	26	23	37
Broward.....	27	28	25	30	35	25	35	35	42	14	18	...	...
Calhoun.....	25	26	24	36	23	33	35	20	138	19	37	35	55
Citrus.....	28	30	24	45	26	44	38	23	48	78	17	18	12
Clay.....	26	34	24	35	24	46	60	32	123	54	26	29	15
Columbia.....	26	30	24	32	27	41	61	28	94	42	24	27	19
Dade.....	28	29	26	44	29	39	54	36	107	113	18	17	19
DeSoto.....	28	31	25	45	26	42	56	31	166	68	33	33	30
Duval.....	30	38	29	41	30	57	82	46	120	80	6	6	8
Escambia.....	29	25	29	36	29	59	28	89	141	57	16	14	20
Franklin.....	31	25	30	37	28	53	80	53	70	47	16	12	25
Gadsden.....	27	32	25	37	29	49	63	38	89	51	24	21	29
Hamilton.....	25	26	25	33	25	26	28	24	23	30	29	32	13
Hernando.....	27	29	25	39	26	31	64	26	113	26	15	12	25
Hillsboro.....	28	32	28	39	28	52	71	46	116	57	15	15	11
Holmes.....	26	27	26	...	18	27	32	24	...	23	45	48	...
Jackson.....	26	27	24	35	25	41	43	26	96	36	37	35	40
Jefferson.....	35	21	24	18	25	39	60	30	51	21	33	27	39
Lafayette.....	24	24	23	19	27	20	24	21	5	30	41	42	33
Lake.....	28	28	27	40	27	45	48	38	124	51	19	17	25
Lee.....	28	36	25	21	27	45	36	26	21	27	27	28	20
Leon.....	30	29	28	50	30	51	62	35	148	57	14	15	13
Levy.....	26	25	24	32	27	27	23	22	47	24	37	34	50
Liberty.....	25	26	23	33	26	34	31	24	121	38	37	38	33
Madison.....	25	22	27	32	27	48	48	43	72	62	34	37	28
Manatee.....	22	31	26	43	29	49	61	40	142	67	21	22	12
Marion.....	26	25	23	30	31	47	49	32	25	71	16	17	16
Monroe.....	29	40	26	39	31	47	60	35	104	85	10	8	20
Nassau.....	26	28	23	29	41	37	51	21	132	56	15	14	19
Okaloosa.....	25	26	23	34	29	26	25	21	67	65	38	39	20
Orange.....	30	32	28	31	30	53	93	40	63	64	16	17	10
Osceola.....	30	34	29	35	29	55	75	54	53	43	15	12	33
Palm Beach..	30	36	30	30	30	63	75	61	60	66	22	22	20
Pasco.....	26	32	26	34	33	30	34	18	138	114	36	35	50
Pinellas.....	28	29	28	34	29	49	43	50	93	41	15	15	17
Polk.....	28	28	27	35	24	48	51	43	120	64	19	20	9
Putnam.....	30	30	27	37	30	49	54	36	88	56	20	25	9
St. Johns....	30	39	25	39	33	60	120	40	76	93	16	16	17
St. Lucie....	32	31	26	34	27	44	48	48	109	42	29	28	44
Santa Rosa...	27	25	26	39	34	41	24	43	216	82	36	38	13
Seminole.....	32	27	30	33	32	31	30	43	73	20	13	11	16
Sumter.....	28	31	25	44	28	46	60	35	125	35	26	24	31
Suwannee.....	25	25	24	29	28	35	32	33	41	39	35	35	37
Taylor.....	24	23	24	44	18	34	28	31	143	3	46	46	50
Volusia.....	32	32	29	47	26	56	66	53	131	43	14	14	11
Wakulla.....	28	29	22	40	29	39	30	18	128	47	32	26	45
Walton.....	25	26	23	46	24	25	25	23	120	22	33	32	40
Washington..	27	27	24	35	23	38	22	31	139	45	42	50	20

TABLE XII.—Aggregate Days Taught By All Teachers.

1915-1916. Counties.	Total Both Races.	Whites.			Negroes.		
		Total.	Males.	Females.	Total.	Males.	Females.
In State	741,904	610,329	138,838	471,491	131,575	28,980	102,595
Alachua	25,657	21,759	4,365	17,394	3,898	1,024	2,874
Baker	4,698	4,418	1,865	2,553	280	40	240
Bay	9,290	7,934	2,561	5,373	1,356	280	1,076
Bradford	11,870	10,740	3,635	7,075	1,160	600	560
Brevard	9,910	8,815	2,000	6,815	1,085	420	675
Broward	5,733	4,971	936	4,035	762	.....	762
Calhoun	7,170	6,330	2,206	4,124	840	560	280
Citrus	5,871	5,151	960	4,191	720	80	640
Clay	6,228	4,928	1,269	3,659	1,300	340	960
Columbia	13,519	9,810	2,840	7,170	3,709	654	3,055
Dade	23,945	21,618	4,016	17,602	2,327	440	1,887
DeSoto	26,236	24,976	8,140	16,836	1,260	420	840
Duval	57,587	43,511	3,080	40,431	14,076	1,238	12,838
Escambia	30,003	23,676	3,060	20,616	6,327	1,240	5,087
Franklin	3,440	2,520	320	2,200	920	340	580
Gadsden	11,278	8,416	1,336	7,080	2,862	1,035	1,827
Hamilton	7,874	6,675	2,083	4,592	1,199	200	999
Hernando	6,045	4,805	600	4,205	1,240	305	935
Hillsborough	54,177	48,788	7,360	41,428	5,389	600	4,789
Holmes	9,686	9,317	4,517	4,790	369	.....	369
Jackson	23,168	16,930	5,920	11,010	6,236	2,989	3,247
Jefferson	8,680	5,280	1,540	3,740	3,400	1,320	2,080
Lafayette	8,015	7,457	3,237	4,220	558	218	340
Lake	15,163	12,676	1,878	10,798	2,487	680	1,807
Lee	11,235	10,475	2,775	7,700	760	160	600
Leon	13,720	8,440	1,178	7,262	5,280	800	4,480
Levy	11,183	8,783	3,008	5,775	2,400	1,320	1,080
Liberty	3,466	3,064	1,180	1,884	402	160	242
Madison	11,937	9,879	4,079	5,800	2,058	680	1,378
Manatee	17,451	15,833	3,010	12,823	1,618	200	1,418
Marion	26,822	16,364	2,844	13,520	10,458	1,485	8,973
Monroe	8,455	6,855	640	6,215	1,600	320	1,280
Nassau	10,280	7,080	1,040	6,040	3,200	520	2,680
Okaloosa	6,530	5,971	2,505	3,466	559	160	399
Orange	17,438	13,193	2,380	10,813	4,245	420	3,825
Osceola	9,459	8,359	1,017	7,342	1,100	360	740
Palm Beach	12,478	10,488	2,425	8,063	1,940	500	1,440
Pasco	10,860	10,300	3,365	6,935	560	320	240
Pinellas	21,024	18,876	2,857	16,019	2,148	360	1,788
Polk	34,324	30,864	6,022	24,842	3,460	300	3,160
Putnam	12,814	8,715	2,151	6,564	4,099	340	3,759
St. Johns	12,315	9,175	1,550	7,625	3,140	420	2,720
St. Lucie	9,012	7,989	2,197	5,792	1,023	468	555
Santa Rosa	10,525	9,729	3,766	5,963	796	80	716
Seminole	9,240	6,080	560	5,520	3,160	460	2,700
Sumter	7,165	5,810	1,574	4,236	1,355	400	955
Suwannee	13,860	10,701	3,504	7,197	3,159	1,099	2,060
Taylor	8,380	8,006	3,662	4,344	374	240	134
Volusia	22,555	17,484	2,600	14,884	4,771	760	4,011
Wakulla	4,780	3,400	920	2,480	1,380	680	700
Walton	10,810	10,015	3,190	6,825	795	475	320
Washington	8,895	6,930	3,305	3,625	1,965	470	1,495

TABLE XIII.—Aggregate Salaries Paid All Teachers.

1915-1916. Counties.	Total.	To White Males.	To White Females.	To Negro Males.	To Negro Females.
In State.....	\$2,086,725.33	\$ 536,745.50	\$1,335,688.39	\$ 54,086.72	\$ 160,204.72
Alachua	68,838.78	17,355.63	46,871.90	1,390.00	3,221.25
Baker	11,535.25	5,619.50	5,620.75	50.00	245.00
Bay	21,553.75	7,321.00	12,485.25	360.00	1,387.50
Bradford	32,032.66	13,745.55	16,556.05	961.06	770.00
Brevard	28,362.50	7,675.00	18,665.00	945.00	1,077.50
Broward	19,743.15	4,918.50	13,418.40	.....	1,406.25
Calhoun	14,915.30	5,895.38	8,179.92	560.00	280.00
Citrus	15,801.25	4,748.75	10,365.00	80.00	607.56
Clay	15,133.75	4,706.75	8,207.00	690.00	1,530.00
Columbia	31,392.62	9,166.62	17,636.00	965.00	3,625.00
Dade	88,226.25	23,874.50	59,331.75	1,260.00	3,760.00
DeSoto	80,477.50	31,108.75	47,118.75	1,015.00	1,235.00
Duval	173,122.21	18,984.00	129,769.46	3,642.50	20,726.25
Escambia	80,514.07	11,883.25	55,353.09	3,015.00	10,262.73
Franklin	8,955.00	920.00	6,570.00	680.00	785.00
Gadsden	28,051.52	5,818.00	18,917.97	1,199.50	2,116.65
Hamilton	17,681.25	6,188.50	10,099.00	280.00	1,113.75
Hernando	16,296.25	3,250.00	11,080.00	613.75	1,352.50
Hillsboro	181,687.25	38,465.00	131,674.50	1,800.00	9,747.75
Holmes	21,469.80	9,892.45	11,163.85	.....	413.50
Jackson	47,906.25	17,356.00	23,778.50	3,508.45	3,353.20
Jefferson	17,881.00	5,565.00	9,185.00	1,370.00	1,761.00
Lafayette	21,478.01	9,912.51	10,628.50	327.00	610.00
Lake	42,303.88	9,079.88	29,216.00	1,230.00	2,778.00
Lee	39,038.75	12,768.75	25,040.00	360.00	870.00
Leon	31,453.00	5,493.50	17,669.50	1,720.00	6,570.00
Levy	27,958.75	9,078.75	14,980.00	2,250.00	1,650.00
Liberty	7,522.00	3,525.00	3,514.50	240.00	242.00
Madison	26,164.00	11,338.00	12,630.00	767.50	1,428.50
Manatee	52,852.60	12,767.35	37,125.00	500.00	2,460.25
Marion	63,817.60	9,840.00	38,959.25	2,431.25	12,587.10
Monroe	21,884.00	3,240.00	15,229.00	1,015.00	2,400.00
Nassau	22,452.50	3,925.00	13,057.50	1,345.00	4,125.00
Okaloosa	14,651.62	6,148.12	7,744.75	220.00	538.75
Orange	53,387.50	11,390.00	33,830.00	1,095.00	7,072.50
Osceola	28,867.50	5,656.50	21,136.00	780.00	1,295.00
Palm Beach ..	46,085.75	13,211.82	28,472.93	1,371.96	3,029.04
Pasco	32,876.87	12,887.37	19,154.50	510.00	325.00
Pinellas	82,742.40	20,352.40	57,599.00	1,245.00	3,546.00
Polk	110,325.50	27,346.75	75,598.75	925.00	6,455.00
Putnam	32,071.00	8,071.00	17,250.25	910.00	5,830.75
St. Johns	30,740.00	5,660.00	19,865.00	885.00	4,330.00
St. Lucie	27,149.25	7,263.25	17,786.00	1,037.50	1,062.50
Santa Rosa...	27,233.50	11,018.05	15,081.45	160.00	974.00
Seminole	27,095.00	3,430.00	17,135.00	1,315.00	5,215.00
Sumter	18,131.25	5,988.00	10,219.50	725.00	1,198.75
Suwannee	29,907.87	9,386.12	16,423.00	1,518.75	2,580.00
Taylor	23,212.37	11,174.25	11,383.62	420.00	234.50
Volusia	69,957.50	12,640.00	48,082.75	2,215.00	7,019.75
Wakulla	8,467.50	2,325.00	4,585.00	807.50	750.00
Walton	26,623.00	9,462.50	16,125.50	695.00	340.00
Washington ..	18,607.50	7,907.50	8,110.00	680.00	1,910.00

TABL. XIV.—Average Monthly Salaries Paid Teachers.

1915-1916. Counties.	All.	Whites.		Negroes.	
		Male.	Female.	Male.	Female.
In State	\$56.25	\$77.32	\$56.65	\$37.32	\$31.23
Alachua	53.66	79.52	53.89	27.15	22.41
Baker	49.10	60.56	44.03	25.00	20.42
Bay	46.40	57.17	46.47	25.71	25.79
Bradford	53.97	75.63	46.80	32.03	27.50
Brevard	57.24	76.75	54.78	45.00	31.92
Broward	68.87	105.09	66.51	.....	36.91
Calhoun	41.60	53.45	39.67	20.00	20.00
Citrus	53.83	98.03	49.46	20.00	18.98
Clay	48.60	74.18	44.86	40.59	31.67
Columbia	46.44	69.44	49.19	29.51	23.73
Dade	73.69	118.90	67.41	57.27	39.85
DeSoto	61.35	76.43	55.97	48.83	29.40
Duval	60.12	123.27	64.19	58.84	32.29
Escambia	53.67	77.67	53.70	48.63	40.35
Franklin	52.06	57.50	59.73	40.00	27.07
Gadsden	49.75	87.09	53.44	23.17	23.16
Hamilton	44.91	59.42	43.98	28.00	22.30
Hernando	53.91	108.33	52.70	40.02	28.93
Hillsborough	67.07	104.52	63.57	60.00	40.62
Holmes	44.33	43.70	46.61	.....	22.41
Jackson	41.44	58.63	43.19	23.48	20.65
Jefferson	41.20	72.27	49.12	20.76	16.93
Lafayette	53.59	61.24	50.37	30.00	35.88
Lake	55.80	96.70	54.11	36.18	30.75
Lee	69.49	92.03	65.04	45.00	29.00
Leon	45.85	93.27	48.66	43.00	29.33
Levy	50.00	60.36	51.88	34.09	30.55
Liberty	43.40	59.75	37.31	30.00	20.04
Madison	43.83	55.59	43.55	22.57	20.73
Manatee	60.57	84.83	57.90	50.00	34.70
Marion	47.58	69.20	57.63	32.74	25.24
Monroe	51.76	101.25	48.23	63.44	37.50
Nassau	43.68	75.48	43.24	51.73	30.78
Okaloosa	44.87	49.08	44.69	27.50	27.00
Orange	61.23	95.71	62.57	52.14	36.98
Osceola	61.04	111.24	57.57	43.33	35.00
Palm Beach	74.16	108.96	70.62	54.88	42.07
Pasco	60.55	76.60	48.28	31.87	27.08
Pinellas	78.71	142.47	71.91	69.17	39.66
Polk	64.28	90.82	60.86	61.66	40.85
Putnam	50.05	75.04	52.58	53.53	31.02
St. Johns	49.92	73.03	52.10	42.14	31.84
St. Lucie	60.25	66.12	61.41	44.34	38.28
Santa Rosa	51.75	58.51	50.58	40.00	27.20
Seminole	58.65	122.50	62.08	57.17	38.63
Sumter	50.61	76.09	48.25	36.25	25.10
Suwannee	43.16	55.15	45.64	25.33	25.05
Taylor	55.40	61.03	52.41	35.00	35.00
Volusia	60.17	97.23	64.61	58.29	35.00
Wakulla	35.43	50.54	36.97	23.75	21.43
Walton	49.25	59.32	47.25	29.26	21.25
Washington	41.84	47.85	44.74	28.93	25.55

TABLE XV.—Highest and Lowest Monthly Salaries Paid Teachers.

1915-1916. Counties.	Highest.				Lowest.			
	To White.		To Negro.		To White.		To Negro.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State.....	\$375.00	\$150.00	\$100.00	\$ 60.00	\$ 20.00	\$ 10.00	\$ 15.00	\$ 12.50
Alachua	200.00	190.00	30.00	30.00	40.00	30.00	20.00	20.00
Baker	100.00	75.00	25.00	25.00	30.00	30.00	25.00	17.50
Bay	100.00	75.00	30.00	30.00	30.00	25.00	25.00	20.00
Bradford	150.00	75.00	57.89	20.00	35.00	20.00	25.00	20.00
Brevard	125.00	70.00	50.00	35.00	45.00	40.00	40.00	30.00
Broward	200.00	90.00	.....	40.00	55.00	50.00	.....	35.00
Calhoun	100.00	75.00	20.00	20.00	25.00	25.00	20.00	20.00
Citrus	150.00	75.00	20.00	20.00	60.00	30.00	20.00	12.50
Clay	125.00	75.00	60.00	40.00	35.00	35.00	30.00	30.00
Columbia	175.00	80.00	55.00	35.00	40.00	35.00	20.00	20.00
Dade	333.33	125.00	75.00	50.00	55.00	40.00	45.00	30.00
DeSoto	200.00	125.00	55.00	35.00	40.00	40.00	40.00	25.00
Duval	300.00	150.00	90.00	50.00	50.00	20.00	35.00	25.00
Escambia	200.00	125.00	85.00	45.00	35.00	30.00	35.00	25.00
Franklin	65.00	135.00	55.00	30.00	50.00	35.00	40.00	25.00
Gadsden	225.00	90.00	30.00	25.00	40.00	25.00	20.00	22.00
Hamilton	150.00	60.00	35.00	40.00	40.00	40.00	20.00	15.00
Hernando	150.00	75.00	45.00	35.00	55.00	40.00	30.00	15.00
Hillsboro	262.50	125.00	75.00	60.00	40.00	10.00	60.00	30.00
Holmes	125.00	115.00	.....	30.00	30.00	30.00	.....	20.00
Jackson	150.00	75.00	30.00	25.00	30.00	30.00	17.00	17.00
Jefferson	150.00	80.00	35.00	18.00	40.00	35.00	15.00	15.00
Lafayette	125.00	65.00	30.00	40.00	40.00	40.00	30.00	30.00
Lake	150.00	80.00	50.00	35.00	40.00	40.00	30.00	25.00
Lee	200.00	90.00	45.00	30.00	50.00	30.00	45.00	25.00
Leon	225.00	85.00	75.00	35.00	35.00	35.00	25.00	22.50
Levy	125.00	100.00	40.00	35.00	35.00	30.00	25.00	25.00
Liberty	90.00	45.00	30.00	25.00	20.00	30.00	30.00	20.00
Madison	125.00	75.00	35.00	35.00	40.00	40.00	20.00	15.00
Manatee	175.00	100.00	60.00	45.00	42.23	45.00	40.00	15.00
Marion	225.00	125.00	100.00	25.00	40.00	40.00	25.00	25.00
Monroe	150.00	90.00	85.00	50.00	45.00	40.00	42.00	30.00
Nassau	150.00	60.00	100.00	40.00	35.00	35.00	20.00	20.00
Okaloosa	100.00	55.00	30.00	30.00	30.00	30.00	25.00	25.00
Orange	175.00	95.00	80.00	45.00	50.00	40.00	35.00	30.00
Osceola	225.00	90.00	55.00	35.00	40.00	40.00	30.00	35.00
Palm Beach...	250.00	100.00	75.00	40.00	60.00	50.00	40.00	40.00
Pasco	150.00	85.00	35.00	30.00	40.00	35.00	30.00	25.00
Pinellas	375.00	125.00	90.00	60.00	65.00	55.00	50.00	35.00
Polk	235.00	100.00	70.00	50.00	40.00	40.00	45.00	35.00
Putnam	175.00	85.00	75.00	40.00	45.00	40.00	30.00	25.00
St. Johns	150.00	125.00	65.00	50.00	40.00	40.00	20.00	20.00
St. Lucie	100.00	125.00	50.00	40.00	50.00	45.00	35.00	30.00
Santa Rosa...	140.00	70.00	40.00	30.00	40.00	40.00	40.00	25.00
Seminole	206.25	85.00	100.00	45.00	85.00	45.00	30.00	30.00
Sumter	125.00	60.00	40.00	30.00	40.00	30.00	35.00	20.00
Suwannee	175.00	75.00	50.00	30.00	35.00	35.00	20.00	20.00
Taylor	175.00	80.00	35.00	35.00	35.00	35.00	35.00	35.00
Volusia	200.00	150.00	75.00	40.00	55.00	50.00	35.00	30.00
Wakulla	75.00	50.00	30.00	26.00	30.00	30.00	20.00	20.00
Walton	150.00	125.00	40.00	20.00	30.00	30.00	20.00	20.00
Washington ..	162.50	125.00	35.00	35.00	30.00	30.00	20.00	20.00

TABLE XVI.—State School Taxation in 1915.
PART I.—One Mill Tax.

1915-1916. Counties.	Property Assessment.	One Mill Tax.				Per Cent Returned.
		Assessed.	Collected.	Apportion- ment.		
In State	\$292,563,254	\$292,562.74	\$209,548.42	\$275,225.13	131	
Alachua	7,714,721	7,714.72	4,587.45	11,567.16	242	
Baker	1,675,014	1,675.01	1,241.96	1,732.59	150	
Bay	3,151,529	3,151.53	1,637.26	3,301.65	202	
Bradford	2,966,886	2,966.89	2,103.42	5,365.44	255	
Brevard	4,369,181	4,369.18	4,071.97	2,622.69	64	
Broward	2,162,713	2,162.71	1,418.09	1,513.17	107	
Calhoun	1,837,320	1,837.32	862.06	2,564.73	297	
Citrus	2,962,128	2,962.13	1,850.62	1,910.61	103	
Clay	2,068,375	2,068.37	1,549.57	1,993.41	128	
Columbia	3,434,812	3,434.18	2,172.93	6,609.51	304	
Dade	8,431,022	8,431.02	4,218.69	6,054.75	120	
DeSoto	8,463,101	8,463.10	4,419.89	7,868.07	178	
Duval	42,283,860	42,283.86	25,547.20	20,577.87	81	
Escambia	14,357,206	14,357.21	6,602.27	11,997.72	182	
Franklin	1,515,760	1,515.76	234.01	1,299.96	555	
Gadsden	2,633,381	2,633.38	2,463.92	7,493.40	304	
Hamilton	2,629,568	2,629.57	1,858.50	3,858.48	207	
Hernando	1,783,343	1,783.34	1,863.54	1,848.51	99	
Hillsborough	21,682,159	21,682.17	16,551.39	20,751.75	125	
Holmes	1,662,970	1,662.97	998.55	4,318.02	432	
Jackson	4,922,095	4,922.09	3,201.11	12,200.58	381	
Jefferson	2,382,966	2,382.97	1,732.17	5,305.41	306	
Lafayette	2,974,068	2,974.07	2,704.97	2,173.50	80	
Lake	5,717,608	5,717.61	5,296.87	3,856.41	73	
Lee	7,295,460	7,295.46	7,181.14	2,922.84	41	
Leon	3,900,001	3,900.00	3,573.79	6,853.77	192	
Levy	3,552,120	3,552.12	3,580.70	3,440.34	96	
Liberty	1,399,252	1,399.25	1,090.36	1,417.95	130	
Madison	3,393,342	3,393.34	2,218.35	6,901.38	312	
Manatee	7,113,228	7,113.23	3,034.31	5,052.87	166	
Marion	7,135,438	7,135.44	6,213.20	10,946.16	176	
Monroe	4,081,247	4,081.25	3,334.95	3,061.53	92	
Nassau	3,338,532	3,338.53	1,867.31	3,537.63	190	
Okaloosa* .....	.....	.....	1,461.85	2,844.18	195	
Orange	6,802,314	6,802.31	5,797.44	4,895.55	84	
Osceola	5,720,667	5,720.67	4,398.26	2,728.26	62	
Palm Beach	6,843,719	6,843.72	6,405.90	3,303.72	52	
Pasco	3,505,452	3,505.45	2,886.97	2,759.31	96	
Pinellas	8,978,839	8,978.84	5,843.70	6,501.87	111	
Polk	14,211,410	14,211.41	11,588.95	11,805.21	103	
Putnam	5,061,018	5,061.02	4,762.85	7,734.09	99	
St. Johns	5,150,856	5,150.86	3,603.71	3,819.15	106	
St. Lucie	6,844,977	6,844.97	5,807.06	2,680.65	46	
Santa Rosa	4,655,612	4,655.61	1,439.52	4,168.98	290	
Seminole	4,032,582	4,032.58	3,394.25	2,904.21	158	
Sumter	2,179,143	2,179.14	1,529.75	2,767.59	181	
Suwannee	3,236,276	3,236.28	2,774.04	7,350.57	265	
Taylor	3,522,970	3,522.97	3,029.11	2,810.12	76	
Volusia	10,210,076	10,210.79	9,981.83	6,450.12	85	
Wakulla	894,079	894.08	163.07	1,771.92	1069	
Walton	3,662,078	3,662.08	1,869.80	4,117.23	226	
Washington	2,060,680	2,060.68	1,527.84	4,392.54	287	

*Assessment included in Santa Rosa and Walton Counties.

TABLE XVI.—County Taxation for Schools in 1915.
PART II.—Assessment and Collection of 1915; Delinquent Taxes Paid.

1915-1916. Counties.	No. of Mills Levied.	Assessed.	Collected.	Per Cent Collected.	Delinquent Taxes Paid.	Total.
In State . . . . .	....	\$ 2,042,833.81	\$ 1,435,491.83	70	\$445,121.52	\$ 1,880,613.35
Alachua	7	54,001.57	32,112.16	59	11,006.38	43,118.54
Baker	7	11,726.21	7,155.83	61	2,599.10	9,754.93
Bay	7	22,060.70	11,460.83	52	5,918.78	17,379.61
Bradford	7	20,739.43	14,723.97	71	2,886.99	17,610.96
Brevard	7	30,584.26	28,504.14	93	691.32	29,195.46
Broward	7	15,139.00	9,872.48	65	20.99	9,893.47
Calhoun	7	12,861.24	6,034.44	47	9,694.31	15,728.75
Citrus	5	14,810.62	9,253.12	62	4,744.80	13,997.92
Clay	7	14,478.59	10,849.99	72	1,433.04	12,283.03
Columbia	7	24,043.68	15,280.55	64	5,993.68	21,274.23
Dade	7	59,017.15	29,530.85	50	34,698.42	64,229.27
DeSoto	7	59,241.70	30,939.29	52	20,016.41	50,955.70
Duval	7	295,986.60	178,729.33	60	90,855.79	269,585.12
Escambia	7	100,500.44	46,215.89	46	49,207.25	95,423.14
Franklin	7	10,610.32	1,638.06	15	7,408.48	9,046.54
Gadsden	7	18,407.68	15,446.31	84	1,801.16	17,247.47
Hamilton	7	18,406.98	13,009.40	71	1,818.13	14,827.53
Hernando	7	12,490.40	10,451.54	83	2,592.32	13,043.86
Hillsborough	7	147,506.18	107,827.52	73	17,203.86	125,031.38
Holmes	7	11,040.79	8,754.99	78	1,219.22	9,974.21
Jackson	7	34,464.66	22,407.79	65	4,974.24	27,382.03
Jefferson	7	16,680.76	8,466.33	51	5,073.85	13,540.18
Lafayette	7	20,818.47	19,934.80	95	74.51	20,009.31
Lake	7	40,023.25	37,078.10	92	2,278.61	39,356.71
Lee	5	36,477.30	35,905.80	98	266.75	36,172.55
Leon	7	27,300.00	15,288.67	56	12,840.49	28,129.16
Levy	7	24,864.84	24,064.88	97	1,008.50	25,073.38
Liberty	7	9,794.76	7,632.52	78	.....	7,632.52
Madison	7	23,753.39	15,528.48	65	11,148.81	26,677.29
Manatee	10	71,132.28	33,034.31	46	21,312.51	54,346.82
Marion	7	49,948.07	43,492.00	87	4,414.11	47,906.11
Monroe	7	25,568.73	23,334.69	91	22,880.30	46,214.99
Nasau	7	23,369.73	11,551.82	41	7,731.72	19,283.54
Okaloosa	7	15,080.65	10,232.94	68	.....	10,232.94
Orange	7	47,616.20	46,002.15	97	1,243.89	47,246.04
Osceola	7	40,031.76	30,861.58	77	2,171.21	33,032.79
Palm Beach	7	47,906.03	46,356.23	96	21,049.98	67,406.21
Pasco	7	24,547.18	17,204.23	62	2,391.37	19,595.60
Pinellas	7	62,845.51	40,903.12	65	14,794.13	55,697.25
Polk	7	99,479.87	80,122.66	81	1,965.24	82,087.90
Putnam	7	35,428.53	33,339.97	94	1,048.81	34,388.78
St. Johns	7	36,055.99	25,223.15	80	2,269.43	27,492.58
St. Lucie	7	47,914.84	40,649.41	85	894.04	41,543.45
Santa Rosa	7	24,361.08	10,076.63	41	11,164.22	21,240.85
Seminole	7	28,228.04	22,597.74	83	3,995.66	26,593.40
Sumter	7	15,240.00	10,708.28	71	773.21	11,481.49
Suwannee	7	22,653.93	18,700.47	83	1,561.92	20,262.39
Taylor	7	24,660.58	21,254.78	86	14.11	21,268.89
Volusia	7	71,470.53	69,872.80	98	3,589.02	73,461.82
Wakulla	7	6,258.55	1,141.52	18	3,743.47	4,884.99
Walton	7	20,160.00	13,088.65	65	6,525.79	19,614.44
Washington	7	14,424.76	11,644.64	87	111.19	11,755.83

TABLE XVI.—PART III.—Poll Taxes of 1915 and Delinquent Taxes Paid.

1915-1916. Counties.	Assessed.	Collected.	Delinquent Polls Paid.	Total.
In State	\$ 80,846	\$ 86,439	\$ 36,927	\$128,366
Alachua	1,983	1,090	2,369	3,459
Baker	599	801	90	891
Bay	1,122	1,155	557	1,712
Bradford	1,256	1,936	.....	1,936
Brevard	1,496	964	279	1,243
Broward	633	638	165	803
Calhoun	1,124	1,029	443	1,472
Citrus	482	871	187	1,058
Clay	808	718	217	935
Columbia	1,675	1,279	202	1,481
Dade	3,260	3,098	1,178	4,276
DeSoto	1,080	2,777	1,905	4,682
Duval	6,398	7,543	6,566	14,109
Escambia	5,632	3,552	2,515	6,067
Franklin	768	557	156	713
Gadsden	1,436	1,306	109	1,415
Hamilton	1,151	966	303	1,269
Hernando	954	671	251	922
Hillsborough	4,269	7,469	4,560	12,029
Holmes	1,362	1,413	495	1,908
Jackson	5,020	1,336	800	2,136
Jefferson	894	800	51	851
Lafayette	765	1,055	279	1,334
Lake	1,439	1,224	261	1,485
Lee	1,960	1,755	.....	1,755
Leon	1,300	1,451	566	2,017
Levy	637	1,049	.....	1,049
Liberty	466	466	305	771
Madison	1,770	1,236	406	1,642
Manatee	1,389	1,337	687	2,024
Marion	2,798	3,442	413	3,855
Monroe	946	2,704	338	3,042
Nassau	557	557	619	1,176
Okaloosa	962	510	314	824
Orange	566	1,455	534	1,989
Osceola	496	985	312	1,297
Palm Beach	597	1,234	720	1,954
Pasco	705	888	382	1,270
Pinellas	1,622	3,165	492	3,657
Polk	5,000	4,479	1,448	5,927
Putnam	1,019	1,535	243	1,778
St. Johns	227	1,358	1,037	2,395
St. Lucie	483	1,160	647	1,807
Santa Rosa	1,289	1,307	822	2,129
Seminole	1,510	1,162	425	1,587
Sumter	888	1,129	.....	1,129
Suwannee	1,876	1,600	379	1,988
Taylor	595	1,113	200	1,313
Volusia	1,347	2,254	1,000	3,254
Wakulla	873	393	260	653
Walton	2,100	1,196	427	1,623
Washington	1,272	1,262	13	1,275

TABLE XVI.—PART IV.—District Taxes of 1915.

1915-1916. Counties.	Number of Districts.	Assessed.	Collected.	Delinquent.	Total.
In State.....	784	\$817,656.96	\$550,877.11	\$184,781.52	\$735,658.63
Alachua.....	38	26,494.96	12,067.53	6,016.16	18,083.69
Baker.....	10	3,767.08	2,282.69	757.37	3,040.06
Bay.....	12	11,065.90	6,287.50	890.73	7,178.23
Bradford.....	26	7,638.34	4,136.88	.....	4,136.88
Brevard.....	6	13,083.71	12,325.25	502.14	12,827.39
Broward.....	5	13,764.16	7,960.34	.....	7,960.34
Calhoun.....	20	6,738.92	3,473.77	4,203.60	7,677.37
Citrus.....	16	8,486.12	7,754.37	.....	7,754.37
Clay.....	7	6,038.20	5,402.05	691.68	6,093.73
Columbia.....	10	5,141.94	3,563.30	1,348.69	4,911.99
Dade.....	13	54,508.21	20,139.45	27,959.55	48,099.00
DeSoto.....	38	42,519.03	18,604.34	13,197.72	31,802.06
Duval.....	1	38,663.49	24,165.64	.....	24,165.64
Escambia.....	10	6,798.23	4,863.60	795.79	5,659.39
Franklin.....	2	3,892.18	471.14	2,471.98	2,943.12
Gadsden.....	10	5,736.39	*5,790.33	46.26	5,836.59
Hamilton.....	4	3,144.85	1,894.10	723.44	2,617.54
Hernando.....	11	6,170.66	5,018.03	918.51	5,936.54
Hillsborough.....	58	117,656.69	60,850.26	36,398.74	97,249.00
Holmes.....	37	4,401.15	3,423.26	398.72	3,821.98
Jackson.....	6	9,504.53	.....	8,271.60	8,271.60
Jefferson.....	3	1,519.40	1,230.70	135.40	1,366.10
Lafayette.....	19	8,167.71	7,831.82	.....	7,831.82
Lake.....	32	16,069.50	14,524.40	1,301.88	15,826.28
Lee.....	14	28,471.37	28,015.91	176.68	28,192.59
Leon.....	1	6,198.00	2,170.86	4,006.47	6,267.33
Levy.....	22	8,312.98	*8,685.78	.....	8,685.78
Liberty.....	2	380.54	217.44	.....	217.44
Madison.....	5	2,216.82	1,422.01	1,117.67	2,539.68
Manatee.....	39	9,012.56	4,720.70	11,217.31	15,938.01
Marion.....	41	31,348.42	26,650.53	8,172.11	34,822.64
Monroe.....	.....	.....	.....	.....	.....
Nassau.....	3	4,103.47	1,272.33	2,022.78	3,295.11
Okaloosa†.....	6	.....	1,018.82	.....	1,018.82
Orange.....	17	30,405.26	29,425.23	1,134.09	30,559.32
Osceola.....	6	7,069.73	4,713.42	438.07	5,151.49
Palm Beach.....	8	46,672.75	38,979.94	10,853.57	49,833.51
Pasco.....	27	10,091.14	7,123.65	979.79	8,103.44
Pinellas.....	14	51,089.68	36,836.35	11,009.80	47,846.15
Polk.....	46	60,697.39	48,604.21	1,002.58	49,606.79
Putnam.....	13	10,417.44	10,303.51	179.90	10,483.41
St. Johns.....	1	878.95	617.54	147.11	764.65
St. Lucie.....	13	22,684.41	19,643.91	336.35	19,980.26
Santa Rosa.....	8	5,370.49	1,373.07	978.50	2,351.57
Seminole.....	9	10,512.98	9,788.44	.....	9,788.44
Sumter.....	13	6,531.00	5,600.64	1,668.76	7,269.40
Suwannee.....	18	6,694.16	5,168.63	5,313.29	10,481.92
Taylor.....	22	9,677.83	9,674.53	1,073.92	10,748.45
Volusia.....	21	17,161.46	9,565.34	13,617.19	23,182.53
Wakulla.....	6	2,154.82	481.88	532.23	1,014.11
Walton.....	8	5,850.00	2,666.84	1,558.18	4,225.02
Washington.....	12	2,681.86	2,074.85	125.21	2,200.06

* Includes Delinquent Taxes Collected and not reported separately.

† Assessment included in Assessment of Santa Rosa and Walton counties.

TABLE XVII.—School Fund Receipts of 1915.
PART I.—Their Sources.

1915-1916. Counties.	Total Receipts Except Borrowed Money.	1 Cash From Last Year.	2 From County Taxes.	3 From Poll Taxes.	4 From District Taxes.
In State.....	\$3,931,191.03	\$682,668.52	\$1,880,613.35	\$ 123,366	\$735,658.63
Alachua	135,232.24	54,659.92	43,118.54	3,459	18,083.69
Baker	18,696.95	2,714.56	9,754.93	891	3,040.06
Bay	58,234.45	8,872.14	17,379.61	1,712	7,178.23
Bradford	33,575.80	3,230.52	17,610.96	1,936	4,136.88
Brevard	53,375.57	4,079.30	29,195.46	1,243	12,827.39
Broward	33,966.21	1,310.98	9,893.47	803	7,960.34
Calhoun	37,441.89	8,358.68	15,728.75	1,472	7,677.37
Citrus	26,621.56	1,382.16	13,997.92	1,058	7,754.37
Clay	24,428.98	2,590.31	12,283.03	935	6,093.73
Columbia	45,160.46	8,550.73	21,274.23	1,481	4,911.99
Dade	179,527.72	52,677.54	64,229.27	4,276	48,099.00
DeSoto	114,112.90	12,255.62	50,955.70	4,682	31,802.06
Duval	334,587.21	141.60	269,585.12	14,109	24,165.64
Escambia	177,007.64	54,390.12	95,423.14	6,067	5,659.39
Franklin	34,435.14	19,845.86	9,046.54	713	2,943.12
Gadsden	40,724.07	6,521.59	17,247.47	1,415	5,836.59
Hamilton	24,576.70	524.65	14,827.53	1,269	2,617.54
Hernando	25,098.75	2,358.41	13,043.86	922	5,936.54
Hillsboro	342,002.60	51,665.80	125,031.38	12,029	97,249.00
Holmes	30,162.77	8,487.09	9,974.21	1,908	3,821.98
Jackson	58,007.54	1,287.30	27,382.03	2,136	8,271.60
Jefferson	29,267.82	6,191.63	13,540.18	851	1,366.10
Lafayette	42,977.83	10,717.79	20,009.31	1,334	7,831.82
Lake	79,035.55	16,142.03	39,356.71	1,485	15,826.28
Lee	78,063.99	907.09	36,172.55	1,755	28,192.59
Leon	52,745.78	5,812.17	28,129.16	2,017	6,267.33
Levy	46,115.06	6,642.06	25,073.38	1,049	8,685.78
Liberty	19,656.70	9,027.04	7,632.52	771	217.44
Madison	40,232.90	428.55	26,677.29	1,642	2,539.68
Manatee	81,583.68	2,233.01	54,346.82	2,024	15,938.01
Marion	113,827.74	11,845.12	47,906.11	3,855	34,822.64
Monroe	59,692.92	4,658.15	46,214.99	3,042	.....
Nassau	28,299.27	21.15	19,283.54	1,176	3,295.11
Okaloosa	15,965.35	.....	10,232.94	824	1,018.82
Orange	108,662.00	21,540.94	47,246.04	1,989	30,559.32
Osceola	51,877.81	5,808.78	33,032.79	1,297	5,151.49
Palm Beach..	166,268.87	41,651.52	67,406.21	1,954	49,833.51
Pasco	37,304.13	4,554.44	19,595.60	1,270	8,103.44
Pinellas	160,172.30	19,195.15	55,697.25	3,657	47,843.15
Polk	274,322.25	120,034.18	82,087.90	5,927	49,606.79
Putnam	56,192.08	2,879.98	34,388.78	1,778	10,483.41
St. Johns....	41,777.35	786.02	27,492.58	2,395	764.65
St. Lucie....	90,993.75	15,702.03	41,543.45	1,807	19,980.26
Santa Rosa...	45,508.02	6,112.66	21,240.85	2,129	2,351.67
Seminole	45,877.18	3,810.13	26,593.40	1,587	9,788.44
Sumter	34,233.77	10,401.38	11,481.49	1,129	7,269.40
Suwannee	45,422.51	120.65	20,262.39	1,988	10,481.92
Taylor	56,775.87	19,395.51	21,268.89	1,313	10,748.45
Volusia	129,254.08	19,048.71	73,461.82	3,254	23,182.53
Wakulla	9,699.62	564.60	4,884.99	653	1,014.11
Walton	38,559.69	7,882.50	19,614.44	1,623	4,225.02
Washington ..	23,908.01	2,642.58	11,755.83	1,275	2,200.06

TABLE XVII.—School Fund Receipts of 1915.
PART II.—Their Sources.

1915-1916. Counties.	From State Apportionment.		7. From Tuition Non-Res- ident Pupils.	8. Exami- nation Fees.	9. From Other Sources
	5. Interest Fund.	6. One-Mill Tax.			
In State	\$ 66,479.50	\$275,225.13	\$ 2,229.23	\$ 4,085	\$160,885.67
Alachua	2,794.00	11,567.16	567.07	114	868.86
Baker	418.50	1,732.59		33	112.31
Bay	797.50	3,301.65		35	18,958.32
Bradford	1,296.00	5,365.44			
Brevard	633.50	2,622.69	16.20	28	2,670.03
Broward	365.50	1,513.17		28	12,085.75
Calhoun	619.50	2,594.73		71	949.86
Citrus	461.50	1,910.61		57	
Clay	481.50	1,993.41		52	
Columbia	1,596.50	6,609.51		133	603.50
Dade	1,462.50	6,054.75		52	2,676.66
DeSoto	1,900.50	7,868.07		121	4,527.95
Duval	4,970.50	20,577.87	32.00	471	534.39
Escambia	2,898.00	11,997.72	6.00	78	488.27
Franklin	314.00	1,299.96		24	248.66
Gadsden	1,810.00	7,493.40		75	325.02
Hamilton	932.00	3,858.48	131.50	90	326.00
Hernando	446.50	1,848.51		13	529.93
Hillsborough	5,012.50	20,751.75		230	30,033.17
Holmes	1,043.00	4,318.02	123.50	91	395.97
Jackson	2,947.00	12,200.58		100	3,683.03
Jefferson	1,281.50	5,305.41		87	645.00
Lafayette	525.00	2,173.50		48	338.41
Lake	931.50	3,856.41	237.87	57	1,142.75
Lee	706.00	2,922.84		27	7,380.92
Leon	1,655.50	6,853.77		84	1,926.85
Levy	831.00	3,440.34		66	327.50
Liberty	342.50	1,417.95		21	227.25
Madison	1,667.00	6,901.38		168	209.00
Manatee	1,220.50	5,052.87	38.00	46	684.47
Marion	2,644.00	10,946.16	156.75	134	1,517.96
Monroe	739.50	3,061.53		31	1,945.75
Nassau	854.50	3,537.63		77	54.34
Okaloosa	687.00	2,844.18		68	290.41
Orange	1,182.50	4,895.55	12.00	76	1,160.65
Osceola	659.00	2,728.26		47	3,153.49
Palm Beach	798.00	3,303.72	152.00	60	1,109.91
Pasco	666.50	2,759.31	61.34	35	258.50
Pinellas	1,570.50	6,501.87		75	25,629.38
Polk	2,851.50	11,805.21		125	1,884.67
Putnam	1,143.50	4,734.09	150.60	65	568.72
St. Johns	922.50	3,819.15	1.50	64	5,531.95
St. Lucie	647.50	2,680.65	87.00	29	8,516.86
Santa Rosa	1,007.00	4,168.98		47	8,450.96
Seminole	701.50	2,904.21		15	477.50
Sumter	668.50	2,767.59	22.50	52	441.91
Suwannee	1,775.50	7,350.57		174	3,269.48
Taylor	558.00	2,310.12		66	1,115.90
Volusia	1,558.00	6,450.12	433.40	50	1,815.50
Wakulla	428.00	1,771.92		33	350.00
Walton	994.50	4,117.23		103	
Washington	1,061.00	4,392.54		139	442.00

TABLE XVIII.—Summary of Expenditures of Public School Funds.

1915-1916. Counties.	Total Warrants Drawn.	Warrants for Debts and Borrowed Money.	Expenditures.		
			Total.	For Schools Proper.	For Adminis- tration, Etc.
In State	\$4,566,372.37	\$747,697.24	\$3,818,675.13	\$3,302,566.72	\$516,108.41
Alachua	206,465.28	56,241.75	150,223.53	142,543.69	7,679.84
Baker	24,256.94	7,276.66	16,980.28	14,132.34	2,847.94
Bay	40,811.42	14,372.69	26,438.73	23,706.01	2,732.72
Bradford	67,585.23	23,830.70	43,754.53	39,630.02	4,124.51
Brevard	50,556.06	6,000.00	44,556.06	39,762.24	4,793.82
Broward	42,017.16	.....	42,017.16	33,986.12	8,031.04
Calhoun	34,363.60	11,330.76	23,032.84	19,438.49	3,594.35
Citrus	54,415.58	30,358.00	24,057.58	19,471.43	4,586.15
Clay	23,203.54	.....	23,203.54	18,373.50	4,830.04
Columbia	64,798.19	19,500.00	45,298.19	39,753.33	5,544.86
Dade	276,524.26	.....	276,524.26	247,214.36	29,309.90
DeSoto	208,515.11	42,450.00	166,065.11	140,539.68	25,525.43
Duval	268,843.98	20,000.00	248,843.98	220,561.05	28,282.93
Escambia	150,421.84	8,000.00	142,421.84	129,371.53	13,050.31
Franklin	64,189.75	31,013.64	33,176.11	28,377.99	4,798.12
Gadsden	41,677.62	8,500.00	33,177.62	30,557.81	2,619.81
Hamilton	23,913.69	.....	23,913.69	21,045.95	2,867.74
Hernando	53,082.42	18,000.00	35,082.42	30,787.82	4,294.60
Hillsborough	486,020.89	86,076.93	399,943.96	307,411.28	92,532.68
Holmes	40,353.77	12,300.00	28,053.77	25,076.49	2,977.28
Jackson	84,327.35	15,000.00	69,327.35	63,490.09	5,837.26
Jefferson	27,422.92	.....	27,422.92	22,915.11	4,507.81
Lafayette	35,749.99	4,632.80	31,117.19	26,872.77	4,244.42
Lake	60,050.02	30.00	60,050.02	54,186.51	5,863.51
Lee	97,054.78	37,000.00	60,054.78	53,994.97	6,059.81
Leon	54,267.32	5,650.00	48,617.32	42,868.85	5,748.47
Levy	36,144.08	.....	36,144.08	30,093.55	6,050.53
Liberty	19,268.13	8,500.00	10,768.13	8,061.27	2,706.86
Madison	37,522.01	.....	37,522.01	32,622.85	4,899.16
Manatee	151,444.68	50,000.00	101,444.68	71,812.86	29,631.82
Marion	144,132.15	50,800.00	93,332.25	74,221.65	19,110.60
Monroe	43,260.48	3,500.00	39,760.48	30,973.40	8,787.08
Nassau	31,533.62	.....	31,533.62	27,390.75	4,142.87
Okaloosa	24,275.82	6,125.25	18,150.57	15,419.28	2,731.29
Orange	87,234.55	1,894.71	85,339.84	73,936.00	11,403.84
Osceola	69,204.43	26,000.00	43,204.43	36,671.59	6,532.84
Palm Beach	121,056.64	12,103.14	108,953.50	97,448.24	11,505.26
Pasco	58,154.19	.....	58,154.19	47,837.96	10,316.23
Pinellas	166,876.67	.....	166,876.67	149,569.84	17,306.83
Polk	321,059.70	68,000.00	253,059.70	240,273.97	12,785.73
Putnam	42,152.86	.....	42,152.86	38,147.78	4,005.08
St. Johns	49,760.39	.....	49,760.39	38,848.07	10,912.32
St. Lucie	142,597.53	32,194.66	110,402.87	99,919.71	10,483.16
Santa Rosa	81,074.77	.....	81,074.77	73,510.24	7,564.53
Seminole	43,891.67	548.76	43,342.91	34,851.10	8,491.81
Sumter	26,675.69	.....	26,675.69	21,212.91	5,462.78
Suwannee	40,855.19	.....	40,855.19	35,882.82	6,972.37
Taylor	46,181.05	.....	46,181.05	39,149.08	7,031.97
Volusia	105,725.15	10,041.51	95,683.64	88,083.97	7,599.67
Wakulla	15,799.79	4,200.00	11,599.79	9,637.02	1,962.77
Walton	39,445.59	.....	39,445.59	32,726.84	6,718.75
Washington	40,156.73	16,225.28	23,931.45	20,194.54	3,736.91

TABLE XIX.—Expenditures for "Schools Proper" Itemized.
PART I.—Total Salaries of Teachers, Cost of Lots, Etc.

1915-1916. Counties.	Total.	1. Salaries of Teachers.	2. School Lots.	3. New Buildings.	4. Repairs on Buildings.
In State	\$3,302,566.72	\$2,086,725.33	\$ 52,882.21	\$536,036.90	\$113,800.82
Alachua	142,543.69	68,838.78	350.00	6,224.15	11,726.50
Baker	14,132.34	11,535.25	.....	497.90	1,051.79
Bay	23,706.01	21,553.75	400.00	118.74	234.74
Bradford	39,630.02	32,032.66	205.00	.....	1,442.62
Brevard	39,762.24	28,362.50	1,765.68	2,741.12	1,157.01
Broward	33,986.12	19,743.15	425.63	2,509.60	720.06
Calhoun	19,438.49	14,915.30	485.00	1,757.24	567.59
Citrus	19,471.43	15,801.25	.....	.....	607.03
Clay	18,373.50	15,133.75	7.40	615.55	875.92
Columbia	39,753.33	31,392.62	.....	5,412.92	1,055.35
Dade	247,214.36	88,226.25	6,151.61	74,288.58	7,895.51
DeSoto	140,539.68	80,477.50	3,726.15	36,004.49	3,837.87
Duval	220,561.05	173,122.21	10,352.73	.....	9,561.37
Escambia	129,371.53	80,514.07	4,000.00	27,818.91	3,681.91
Franklin	28,377.99	8,955.00	.....	17,658.07	11.74
Gadsden	30,557.81	28,051.52	.....	.....	827.57
Hamilton	21,045.95	17,681.25	10.00	700.00	682.05
Hernando	30,787.82	16,296.25	.....	10,156.35	1,530.16
Hillsborough	307,411.28	181,687.25	3,690.84	60,730.37	11,923.63
Holmes	25,076.49	21,469.80	.....	456.25	243.69
Jackson	63,490.09	47,996.25	440.00	8,307.58	1,603.99
Jefferson	22,915.11	17,881.00	.....	331.08	481.27
Lafayette	26,872.77	21,478.01	.....	1,526.92	476.29
Lake	54,186.51	42,303.88	2,100.00	1,405.69	785.19
Lee	53,994.97	39,038.75	464.70	1,076.45	3,456.64
Leon	42,868.85	31,453.00	25.25	4,465.69	888.31
Levy	30,093.55	27,958.75	.....	.....	890.19
Liberty	8,061.27	7,522.00	.....	.....	107.93
Madison	32,622.85	26,164.00	25.00	2,471.74	665.57
Manatee	71,812.86	52,852.60	.....	3,238.32	5,277.19
Marion	74,221.65	63,817.00	476.35	2,889.81	1,085.65
Monroe	30,973.40	21,884.00	4,500.00	815.07	143.90
Nassau	27,390.75	22,452.50	2.25	3,183.56	244.20
Okaloosa	15,419.28	14,651.62	.....	483.38	164.78
Orange	73,936.00	53,387.50	2,250.00	907.28	6,785.63
Osceola	36,671.59	28,867.50	60.00	698.00	2,733.58
Palm Beach	97,448.24	46,085.75	876.03	16,355.48	5,631.14
Pasco	47,837.96	32,876.87	33.65	7,594.73	989.07
Pinellas	149,569.84	82,742.40	1,083.00	10,647.15	667.19
Polk	240,273.97	110,325.50	5,316.96	95,949.50	7,895.30
Putnam	38,147.78	32,071.00	30.00	.....	1,341.20
St. Johns	38,848.07	30,740.00	.....	734.64	2,211.20
St. Lucie	99,919.71	27,149.25	2,592.98	59,534.53	795.98
Santa Rosa	73,510.24	27,233.50	128.75	40,086.49	1,046.74
Seminole	34,851.10	27,095.00	.....	.....	20.50
Sumter	21,212.91	18,131.25	247.60	842.05	684.78
Suwannee	33,882.82	29,907.87	.....	924.62	981.14
Taylor	39,149.08	23,212.37	75.60	9,830.47	194.10
Volusia	88,083.97	69,957.50	249.05	3,236.98	4,855.52
Wakulla	9,637.02	8,467.50	.....	308.05	388.12
Walton	32,726.84	26,623.00	300.00	126.40	584.47
Washington	20,194.54	18,607.50	35.00	375.00	140.00

TABLE XIX.—Expenditures for "Schools Proper" Itemized.
PART II.—Furniture, Apparatus, Etc.

1915-1916. Counties.	5. Furniture.	6. Apparatus.	7. Insurance.	8. Rents.	9. Janitors.
In State	\$ 77,029.81	\$ 24,288.81	\$ 28,933.77	\$ 4,239.69	\$ 54,835.35
Alachua	2,617.81	579.28	754.21		2,035.17
Baker	283.43	110.36	22.50		80.00
Bay	168.31		145.13		295.25
Bradford	2,348.64		11.25		282.25
Brevard	298.87	296.72	101.02	184.72	333.25
Broward	3,015.24	1,036.05	465.00	155.00	751.66
Calhoun	608.00	115.01	131.25	18.00	46.95
Citrus	389.24	118.83	59.00		145.00
Clay	270.68	13.37	44.00	6.00	170.60
Columbia	182.80	281.70	234.59	2.50	269.70
Dade	10,110.99	368.00	5,458.77	100.00	4,996.53
DeSoto	4,380.42	3,976.59	828.64	55.00	1,561.48
Duval	3,216.12		2,000.23	554.00	7,250.88
Escambia	2,253.51	913.23	1,307.43	262.00	3,174.90
Franklin	413.90		615.00		250.00
Gadsden	220.80	158.91	281.25	8.00	
Hamilton	480.20	240.00	70.00		
Hernando	280.04	131.80	200.00	54.00	120.00
Hillsborough	8,795.55	815.78	5,434.04	294.00	8,788.65
Holmes	1,628.50	180.88	31.25	45.00	22.50
Jackson	82.87		111.25	96.00	
Jefferson	641.75		105.25		188.00
Lafayette	369.71	452.60			
Lake	1,925.81	740.04	668.97		803.83
Lee	996.01	806.89	576.25	100.00	1,383.75
Leon	1,448.35	620.30	515.33	384.89	842.50
Levy	498.23		137.50	43.65	159.26
Liberty	136.70				
Madison	45.02		468.25	18.95	136.00
Manatee	2,459.35	364.95	326.25	108.00	1,786.45
Marion	1,223.10	362.39	26.40		1,250.50
Monroe	1,159.45				1,574.00
Nassau	386.48	44.33	50.00	55.00	299.00
Okaloosa		1.00			
Orange	875.48	540.19	410.25	170.50	1,428.10
Osceola	412.00	820.33	355.20	101.00	598.00
Palm Beach	3,015.22	2,091.51	1,057.82	433.59	2,486.60
Pasco	571.92	487.56	294.00		615.15
Pinellas		2,880.88	627.40		3,822.70
Polk	6,616.73	2,640.09	1,113.07	646.89	1,607.18
Putnam	795.09	241.68	109.94	95.00	377.00
St. Johns	372.76	61.49	401.25	48.00	1,422.83
St. Lucie	587.95	1,292.53	820.00		771.26
Santa Rosa	2,395.02	243.82	827.75		210.00
Seminole					
Sumter	395.38	25.00	364.73		87.50
Suwannee	53.32		395.65		200.00
Taylor	1,647.84	24.10	344.87		152.00
Volusia	2,568.05	190.25	118.83	200.00	1,733.97
Wakulla	304.16	4.76			
Walton	3,082.18		417.00		125.00
Washington		35.61	96.00		200.00

TABLE XIX.—Expenditures for "Schools Proper" Itemized.
PART III.—Fuel, Free Books, Etc.

1915-1916. Counties.	10. Fuel.	11. Free Books.	12. Transporta- tion of Pupils.	13. School Incidentals.
In State	\$ 16,100.73	\$ 10,246.80	\$ 56,262.30	\$241,184.14
Alachua	500.27	40.00	3,388.30	45,489.22
Baker	32.35	90.60	306.00	122.16
Bay	111.75	.....	.....	678.34
Bradford	121.20	372.39	.....	2,814.01
Brevard	86.55	15.83	3,316.90	1,102.07
Broward	81.58	16.63	2,855.00	2,211.52
Calhoun	53.80	210.51	.....	529.04
Citrus	119.40	1,139.86	513.50	578.32
Clay	92.92	.....	627.05	516.26
Columbia	144.10	15.60	209.60	551.85
Dade	345.09	.....	1,731.30	47,541.73
DeSoto	70.50	32.21	1,414.64	4,174.19
Duval	2,629.58	.....	6,474.03	5,399.90
Escambia	1,368.23	13.75	180.00	3,883.59
Franklin	139.90	70.25	.....	264.13
Gadsden	15.25	99.76	.....	894.75
Hamilton	101.75	44.29	.....	1,036.32
Hernando	53.75	747.88	747.65	469.94
Hillsborough	6,138.50	2,439.13	840.20	15,833.34
Holmes	32.50	594.54	.....	371.58
Jackson	22.60	104.35	.....	4,725.20
Jefferson	124.50	.....	2,445.40	716.86
Lafayette	46.80	1,239.40	356.40	946.64
Lake	112.65	45.40	918.76	2,376.29
Lee	22.50	193.93	1,025.00	4,854.10
Leon	361.05	.....	657.52	1,206.66
Levy	48.80	98.00	5.00	254.17
Liberty	22.25	.....	.....	272.39
Madison	104.00	237.66	1,473.25	813.41
Manatee	253.75	611.11	190.55	4,344.34
Marion	298.08	124.73	139.50	2,527.54
Monroe	29.30	74.02	.....	793.66
Nassau	115.27	1.38	.....	556.78
Okaloosa	3.00	.....	.....	115.50
Orange	131.00	168.43	3,931.59	2,950.05
Osceola	89.50	10.49	171.70	1,754.29
Palm Beach	198.31	207.38	4,845.44	4,163.97
Pasco	178.51	95.33	2,958.07	1,143.10
Pinellas	57.00	23.60	2,276.52	44,742.00
Polk	120.10	166.32	232.00	7,644.33
Putnam	142.55	.....	1,148.10	1,796.22
St. Johns	486.27	41.15	843.75	1,484.73
St. Lucie	30.70	150.30	3,118.50	8,075.78
Santa Rosa	126.47	8.05	.....	1,203.65
Seminole .....	.....	20.40	3,369.00	4,346.20
Sumter	4.00	99.79	10.00	320.83
Suwannee .....	.....	.....	.....	1,420.22
Taylor	96.05	.....	1,008.52	2,563.16
Volusia	470.57	390.10	2,208.41	1,904.74
Wakulla .....	.....	.....	120.00	94.43
Walton	76.18	96.35	205.15	1,091.11
Washington	90.00	95.90	.....	519.53

TABLE XX.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

1914-1916. Counties.	Total.	1. Salary of Superintendents.	2. Traveling Expenses of Superintendents.	3. Per Diem and Mileage of School Boards.	4. Incidental Expenses of Supts. and Boards.	5. Commissions Paid Treasurers.
In State ...	\$516,108.41	\$82,617.24	\$ 4,518.00	\$20,608.68	\$23,182.28	\$42,138.62
Alachua	7,679.84	2,004.00	634.90	603.00	655.01	1,086.04
Baker	2,847.94	900.00	5.00	277.00	86.87	480.00
Bay	2,732.72	1,200.00	196.05	217.80	113.10	423.84
Bradford	4,124.51	1,200.00	.....	320.50	444.20	606.44
Brevard	4,793.82	1,475.00	.....	814.60	319.47	674.76
Broward	8,031.04	1,333.28	80.53	428.00	135.94	439.74
Calhoun	3,564.35	1,200.00	17.64	345.80	833.31	749.15
Citrus	4,586.15	1,200.00	.....	319.00	468.80	727.69
Clay	4,830.04	1,200.00	.....	260.60	110.78	277.72
Columbia	5,544.86	1,200.00	.....	249.00	45.51	577.21
Dade	29,309.90	2,499.96	110.15	590.30	2,494.54	2,993.54
DeSoto	25,525.43	2,100.00	300.00	813.06	342.08	881.26
Duval	28,282.93	3,600.00	22.15	824.00	.....	4,161.34
Escambia	13,050.31	3,120.00	.....	526.80	1,328.93	1,535.91
Franklin	4,798.12	600.00	10.80	195.00	51.57	719.68
Gadsden	2,619.81	1,200.00	.....	234.00	122.13	597.72
Hamilton	2,867.74	1,200.00	8.00	268.80	60.86	290.43
Hernando	4,294.60	1,625.00	10.00	314.00	52.63	632.08
Hillsboro	92,532.68	3,600.00	300.00	696.80	3,006.27	4,278.52
Holmes	2,977.28	1,200.00	10.00	476.00	69.03	304.95
Jackson	5,837.26	1,500.00	.....	442.79	34.36	374.05
Jefferson	4,507.81	1,200.00	3.00	222.10	81.45	359.25
Lafayette	4,244.42	1,750.00	.....	345.60	222.99	413.83
Lake	5,833.51	1,325.00	300.00	373.60	650.92	1,122.16
Lee	6,059.81	1,500.00	240.00	298.00	97.78	909.38
Leon	5,748.47	1,500.00	.....	218.40	131.59	710.91
Levy	6,050.53	1,200.00	4.00	400.90	166.47	1,014.25
Liberty	2,706.86	900.00	.....	226.20	33.93	506.09
Madison	4,899.16	1,300.00	.....	344.00	69.54	486.20
Manatee	29,631.82	1,725.00	.....	332.70	234.25	.....
Marion	19,110.60	1,800.00	41.70	452.00	796.55	1,499.69
Monroe	8,787.08	1,500.00	73.00	268.00	140.87	693.20
Nassau	4,142.87	1,200.00	.....	433.91	121.63	405.54
Okaloosa	2,731.29	860.00	22.20	361.03	267.65	233.41
Orange	11,403.84	1,800.00	.....	301.20	244.55	1,241.10
Osceola	6,532.84	1,500.00	15.00	247.80	402.67	689.76
Palm Beach ..	11,505.26	1,800.00	308.95	410.70	1,388.60	1,169.95
Pasco	10,316.23	1,375.00	.....	532.39	474.21	.....
Pinellas	17,306.83	2,950.00	246.85	494.00	2,862.66	850.21
Polk	12,785.73	3,350.00	300.00	874.70	626.88	1,104.98
Putnam	4,005.08	1,500.00	49.25	234.00	265.56	617.56
St. Johns	10,912.32	1,500.00	421.18	161.60	876.02	609.15
St. Lucie	10,483.16	1,800.00	243.53	406.64	154.15	671.32
Santa Rosa	7,564.53	1,500.00	.....	293.40	167.43	376.14
Seminole	8,491.81	1,500.00	106.00	248.40	161.32	632.66
Sumter	5,462.78	1,200.00	.....	266.80	200.23	287.11
Suwannee	6,972.37	1,500.00	.....	480.20	1,313.78	480.31
Taylor	7,031.97	1,200.00	.....	356.30	542.18	305.83
Volusia	7,599.67	1,925.00	382.82	783.51	163.52	925.75
Wakulla	1,962.77	600.00	5.30	270.40	52.19	241.24
Walton	6,718.75	1,500.00	50.00	388.80	483.93	349.43
Washington ..	3,786.91	1,200.00	.....	364.55	111.39	442.06

TABLE XX.—Expenditures for "Administration" Itemized.
PART II.—Interest on Debts and Other Expenditures.

1915-1916. Counties.	6. Interest on Debts and Loans.	7. Institutes and Summer Schools.	8. Undistributed Books, Etc.	9. Printing.	10. Expenses of Examinations.	11. Tuition of County Line Pupils.	All Other Purposes.
In State ...	\$163,168.99	\$8,012.68	\$21,367.37	\$7,377.39	\$5,982.81	\$1,883.53	\$134,650.82
Alachua ...	1,709.74	339.00	...	451.80	196.35	...	...
Baker ...	616.23	100.00	...	115.50	57.60	...	269.74
Bay ...	...	...	...	19.00	143.60	...	419.33
Bradford ...	1,270.75	116.12	...	90.50	76.00	...	...
Brevard ...	499.14	379.65	27.50	297.50	48.20	...	258.00
Broward ...	3,528.03	205.95	1,062.43	134.20	18.00	...	664.94
Calhoun ...	481.07	200.00	73.23	109.25	84.90	...	...
Citrus ...	966.01	477.10	...	81.15	46.40	...	300.00
Clay ...	1,427.90	...	315.98	87.25	107.30	55.26	987.25
Columbia ...	1,866.29	...	481.57	36.50	136.00	...	952.78
Dade ...	12,396.72	1,362.25	3,824.32	247.74	128.50	...	2,661.88
DeSoto ...	12,302.00	373.30	2,585.36	297.97	150.50	...	5,379.90
Duval ...	15,725.23	1,671.44	241.41	142.05	187.00	...	1,708.31
Escambia ...	5,200.00	547.87	71.93	425.42	293.45	...	...
Franklin ...	2,997.03	...	...	70.84	70.00	...	83.20
Gadsden ...	241.70	...	...	24.00	93.90	...	106.36
Hamilton ...	359.47	487.75	40.38	22.65	107.60	...	21.80
Hernando ...	741.87	100.00	20.91	197.85	36.00	...	564.26
Hillsboro ...	11,540.52	295.00	1,164.40	672.77	383.00	724.60	65,872.80
Holmes ...	750.00	...	...	60.00	98.30	...	9.00
Jackson ...	1,146.55	425.00	924.28	246.95	284.70	...	458.58
Jefferson ...	2,429.31	...	...	35.50	102.20	...	75.00
Lafayette ...	232.85	10.10	...	160.50	95.70	...	1,012.85
Lake ...	210.14	151.25	420.00	142.52	83.40	...	1,054.52
Lee ...	2,130.30	...	258.70	577.65	48.00	...	...
Leon ...	1,228.87	...	...	22.00	150.10	...	1,786.60
Levy ...	839.57	...	316.82	57.50	96.60	...	1,954.42
Liberty ...	680.00	...	...	36.00	18.00	...	306.64
Madison ...	1,255.56	...	673.06	50.50	126.60	16.00	577.70
Manatee ...	17,280.33	...	114.38	150.20	92.20	...	9,702.76
Marion ...	11,302.16	...	...	466.20	264.10	58.50	2,429.70
Monroe ...	407.01	...	...	5.50	27.00	...	5,672.50
Nassau ...	1,462.29	218.15	103.45	110.45	87.45	...	...
Okaloosa ...	405.00	...	461.81	58.25	51.10	...	10.84
Orange ...	3,744.93	...	...	...	192.50	...	3,879.47
Osceola ...	1,095.57	...	...	36.25	48.95	57.12	2,439.72
Palm Beach ...	2,304.32	...	1,560.66	126.25	61.40	9.00	2,365.43
Pasco ...	5,504.25	...	...	73.00	141.55	...	2,215.83
Pinellas ...	5,043.87	...	2,683.74	...	175.50	...	2,000.00
Polk ...	1,976.61	...	1,926.62	174.18	192.00	356.25	1,903.51
Putnam ...	555.04	...	...	159.74	92.95	320.98	210.00
St. Johns ...	6,523.12	...	77.67	79.50	76.95	...	587.13
St. Lucie ...	6,538.27	220.00	...	103.54	63.00	...	282.71
Santa Rosa ...	2,696.05	51.75	...	44.50	57.30	36.15	2,341.81
Seminole ...	1,042.24	51.75	...	90.05	158.00	...	4,553.14
Sumter ...	3,217.33	...	...	103.35	141.90	...	46.06
Suwannee ...	3,064.42	...	...	...	153.66	...	...
Taylor ...	2,267.90	...	1,889.56	110.25	90.55	...	269.40
Volusia ...	217.44	281.00	...	114.50	124.20	249.67	2,432.26
Wakulla ...	547.99	...	47.20	56.50	59.35	...	82.60
Walton ...	560.00	...	...	24.00	4.50	...	3,358.09
Washington ...	640.00	...	...	378.12	158.80	...	442.00

TABLE XXI.—PART I.—Showing Financial Condition of County Boards
July 1, 1916.

1915-1916. Counties.	Total Indebtedness County and District.	Total Indebtedness.		Cash on Hand.	
		County Fund.	District Fund.	County Fund.	District Fund.
In State.....	\$4,237,577.21	\$2,505,367.30	\$1,732,209.91	\$276,511.40	\$450,962.99
Alachua	141,398.00	46,542.03	94,855.97	15,792.46	6,237.25
Baker	6,503.65	6,371.58	132.07	23.35	2,244.19
Bay	280.24	48.40	231.84	8,775.41	10,228.26
Bradford	19,292.85	10,388.81	8,904.04	.....	.....
Brevard	6,053.96	6,018.85	35.11	.....	8,552.88
Broward	22,204.97	22,202.91	2.06	12,966.66	1,972.33
Calhoun	9,892.19	9,152.97	739.22	8,343.22	5,720.21
Citrus	15,584.60	10,550.00	5,034.60	.....	603.58
Clay	13,131.52	11,860.00	1,271.52	3.46	914.09
Columbia	28,257.34	25,870.56	2,386.78	5,124.09	1,898.17
Dade	129,890.95	120,522.71	368.24	3,173.46	65,808.69
DeSoto	234,030.46	212,068.56	21,961.90	10.50	54,340.68
Duval	707,612.17	207,612.17	500,000.00	173.40	24,165.64
Escambia	141,624.09	140,463.49	1,161.50	10,058.05	.....
Franklin	6,512.58	6,474.58	38.00	.....	.....
Gadsden	6.00	.....	6.00	2,215.35	5,337.10
Hamilton	7,353.54	2,462.78	4,890.76	2,352.41	782.98
Hernando	43,644.01	43,313.01	330.10	1,901.36	3,301.37
Hillsborough ..	863,135.02	441,786.38	421,348.64	22,394.83	20,538.82
Holmes	32,788.51	30,121.88	2,666.63	8,307.10	2,814.78
Jackson	26,167.55	25,454.59	712.96	5,742.75	1,860.71
Jefferson	60,659.47	60,659.47	.....	6,405.07	.....
Lafayette	7,143.66	4,478.50	2,665.16	12,808.36	.....
Lake	1,809.05	158.26	1,650.79	12,750.94	4,946.94
Lee	40,826.56	40,826.56	.....	2,528.45	15,307.32
Leon	20,648.24	751.60	19,896.64	3,728.77	1,013.55
Levy	6,436.51	3,737.51	2,699.00	307.66	5,963.36
Liberty	8,500.00	8,500.00	.....	6,570.96	177.61
Madison	15,377.15	14,626.40	750.75	3,014.95	330.13
Manatee	292,038.23	289,044.55	2,993.68	.....	.....
Marion	191,325.10	84,711.72	106,613.47	9,642.81	20,753.50
Monroe	73,258.31	73,258.31	.....	8,086.07	.....
Nassau	20,167.06	11,154.72	9,012.34	33.76	38.13
Okaloosa	8,955.97	*8,775.57	180.40	6,108.02	537.48
Orange	72,117.23	1,453.70	70,663.53	4,139.80	24,961.79
Osceola	4,953.99	4,595.45	358.54	1,834.78	4,978.97
Palm Beach...	113,390.39	11,415.79	101,974.60	5,046.93	32,797.43
Pasco	84,976.92	83,654.16	1,322.76	336.05	4,286.59
Pinellas	22,006.91	8,667.19	13,339.72	2,663.68	4,409.03
Polk	290,863.89	30,803.07	260,260.82	13,067.07	42,259.79
Putnam	1,003.50	50.00	953.50	7,328.08	4,001.13
St. Johns.....	114,911.12	114,911.12	.....	29.50	1,057.61
St. Lucie.....	100,523.75	97,023.68	3,500.07	17,047.50	38,109.28
Santa Rosa...	60,381.63	37,968.83	22,412.80	8,055.41	888.06
Seminole	7,851.74	6,960.81	890.93	4.63	1,545.85
Sumter	53,589.85	38,459.38	15,130.47	4,552.81	6,881.38
Suwannee	34,932.77	24,224.04	10,708.73	.....	5,756.18
Taylor	34,505.32	26,535.95	7,969.37	403.72	5,143.73
Volusia	4,127.91	232.51	3,895.40	23,527.37	3,394.41
Wakulla	5,835.03	4,261.35	1,573.68	1.33	224.92
Walton	15,330.78	13,291.88	2,038.90	1,858.60	1,715.13
Washington ..	13,763.98	12,088.06	1,675.92	7,260.56	2,161.96

* \$1,633.62 paid by Walton county.

TABLE XXI.—PART II.—Showing Financial Condition of County Boards
July 1, 1916.

1915-1916. Counties.	Not Indebtedness of Counties in Debt.		Net Cash of Counties Not in Debt.	
	County Fund.	District Fund.	County Fund.	District Fund.
In State	\$ 2,296,957.01	\$ 1,486,084.18	\$ 61,101.11	\$ 204,837.26
Alachua	30,749.57	88,618.72		
Baker	6,348.23			2,112.12
Bay			8,727.01	9,996.42
Bradford	10,388.81	8,904.04		
Brevard	6,018.85			8,517.77
Broward	9,236.25			1,970.27
Calhoun	809.75			4,980.99
Citrus	10,550.00	4,431.02		
Clay	11,856.54	357.43		
Columbia	20,746.47	488.61		
Dade	126,349.25			65,440.45
DeSoto	212,058.06			32,378.78
Duval	207,438.77	475,834.36		
Escambia	130,405.44	1,161.50		
Franklin	6,474.58	38.00		
Gadsden			2,215.35	5,331.10
Hamilton	110.37	4,107.78		
Hernando	41,412.55			2,971.27
Hillsborough	419,391.55	400,809.82		
Holmes	21,814.78			148.5
Jackson	19,711.84			1,147.75
Jefferson	54,254.40			
Lafayette		2,665.16	8,329.86	
Lake			12,592.68	3,290.15
Lee	38,298.11			15,307.32
Leon		18,883.09	2,977.17	
Levy	3,429.85			3,264.36
Liberty	1,929.04			177.61
Madison	11,611.45	420.62		
Manatee	289,044.55	2,993.68		
Marion	75,068.91	85,859.97		
Monroe	65,172.24			
Nassau	11,120.96	8,974.21		
Okaloosa	2,667.55			357.08
Orange		45,701.74	2,686.10	
Osceola	2,760.67			4,620.43
Palm Beach	6,368.86	69,177.17		
Pasco	83,318.11			2,963.83
Pinellas	6,093.51	8,930.69		
Polk	17,535.10	218,001.03		
Putnam			7,278.08	3,047.63
St. Johns	114,881.62			1,057.61
St. Lucie	79,976.18			34,609.21
Santa Rosa	29,913.42	21,524.74		
Seminole	6,956.18			604.92
Sumter	33,906.57	8,249.09		
Suwannee	24,224.04	4,952.55		
Taylor	26,132.23	2,825.64		
Volusia		500.99	23,294.86	
Wakulla	4,260.02	1,348.76		
Walton	11,433.28	823.77		
Washington	4,818.50			486.04

TABLE XXII.—Balance Sheet, or Summary of Financial Statements of County Boards.

1915-1916. Counties.	Debits.			Credits.		
	Total Receipts Except Borrowed Money.	Borrowed Money.	Warrants of 1915 Not Paid July 1st.	Total Expenditures Except Payments of Debts.	Loans, Old Debts and Old Warrants Paid.	Cash on Hand.
In State....	\$3,931,191.03	\$1,156,874.46	\$ 952,601.50	\$3,818,675.13	\$1,494,517.47	\$727,474.39
Alachua	135,232.24	56,241.75	46,440.42	150,273.53	65,661.17	22,029.71
Baker	18,696.95	6,988.93	1,230.28	16,980.28	7,668.34	2,267.54
Bay	58,234.45	1,883.28	280.24	26,438.73	14,955.57	19,003.67
Bradford	33,575.80	23,830.70	11,991.29	43,754.53	25,643.26	.....
Brevard	53,315.57	.....	6,048.86	44,556.06	6,255.49	8,552.88
Broward	33,966.21	22,891.17	98.77	42,017.16	.....	14,938.99
Calhoun	37,441.89	8,085.33	9,892.19	23,032.84	18,323.14	14,063.43
Citrus	26,621.56	11,860.00	17,490.60	24,057.58	31,311.00	603.58
Clay	24,428.98	1,071.42	664.87	23,208.54	2,044.18	917.55
Columbia	45,160.46	18,500.00	12,434.09	45,298.19	23,774.10	7,022.26
Dade	179,527.72	165,007.39	99,186.74	276,524.26	98,215.44	68,982.15
DeSoto	114,112.90	118,289.92	36,104.03	166,065.11	48,090.56	54,351.18
Duval	334,587.21	.....	5,692.62	248,843.98	67,096.81	24,339.04
Escambia	177,007.64	.....	3,172.49	142,421.84	27,700.24	10,058.05
Franklin	34,435.14	31,013.64	6,662.74	33,176.11	38,935.41	.....
Gadsden	40,724.07	8,500.00	6.00	33,177.62	8,500.00	7,552.45
Hamilton	24,576.70	.....	4,561.26	23,913.69	2,088.88	3,135.39
Hernando	25,098.75	27,395.80	22,499.66	35,082.42	34,709.06	5,202.73
Hillsboro	342,002.60	186,903.63	73,824.52	399,943.96	159,943.14	42,933.65
Holmes	30,162.77	15,300.00	9,012.88	28,053.77	15,300.00	11,121.88
Jackson	58,007.54	15,000.00	26,167.55	69,327.35	22,244.28	7,603.46
Jefferson	29,267.82	.....	16,334.40	27,422.92	11,774.23	6,405.07
Lafayette	42,977.83	4,332.80	6,906.36	31,117.19	10,291.44	12,808.36
Lake	79,035.55	.....	359.95	60,020.02	1,677.60	17,697.88
Lee	78,063.99	.....	38,826.56	60,054.78	39,000.00	17,835.77
Leon	52,745.78	8,800.00	938.50	48,617.32	9,124.64	4,742.32
Levy	46,115.06	.....	6,436.51	36,144.08	10,136.47	6,271.02
Liberty	19,656.70	8,500.00	8,500.00	10,768.13	19,140.00	6,748.57
Madison	40,232.90	.....	15,377.15	37,522.01	14,742.96	3,345.08
Manatee	81,583.68	50,000.00	69,371.51	101,444.68	99,510.51	.....
Marion	113,827.74	40,425.82	60,611.14	93,332.25	91,136.14	30,396.31
Monroe	59,692.92	3,500.00	10,258.31	39,760.48	25,604.68	8,086.07
Nassau	28,299.27	.....	15,952.11	31,533.62	12,645.87	71.89
Okaloosa	15,965.35	6,000.00	8,955.97	18,150.57	6,125.25	6,645.50
Orange	108,662.00	6,287.27	2,882.90	85,339.84	3,390.74	29,101.59
Osceola	51,877.81	26,000.00	4,933.99	43,204.43	32,793.62	6,813.75
Palm Beach	166,268.87	16,561.89	1,780.72	108,953.50	37,813.12	37,844.86
Pasco	37,304.13	12,000.00	24,976.92	58,154.19	11,504.22	4,622.64
Pinellas	160,172.30	.....	22,002.33	166,876.67	8,225.25	7,072.71
Polk	274,322.25	72,459.82	92,802.30	253,059.70	131,196.61	55,327.76
Putnam	56,192.08	.....	1,003.50	42,152.86	3,713.51	11,329.21
St. Johns	41,777.35	.....	39,911.12	49,760.39	30,840.97	1,087.11
St. Lucie	90,993.75	92,469.00	25,411.45	110,402.87	43,314.55	55,156.78
Santa Rosa	45,508.02	47,258.80	1,674.13	81,074.77	4,422.71	8,943.47
Seminole	45,877.18	.....	7,852.34	43,342.91	8,836.13	1,550.48
Sumter	34,233.77	21,364.30	11,021.15	26,675.69	28,509.34	11,434.19
Suwannee	45,422.51	.....	11,330.61	40,855.19	10,141.75	5,756.18
Taylor	56,775.87	.....	18,250.52	46,181.05	23,297.89	5,547.45
Volusia	129,254.08	5,862.60	364.91	95,683.84	12,876.17	26,921.78
Wakulla	9,699.62	4,200.00	5,017.28	11,599.79	7,090.86	226.25
Walton	38,559.69	.....	15,330.78	39,445.59	10,871.15	3,573.73
Washington	23,908.01	12,000.00	13,763.98	23,931.45	16,309.02	9,431.52

TABLE XXIII.—School Expenditures by Races.

1915-1916. Counties.	White.			Negro.		
	Total.	For Schools Proper.	For Administration Prorated on Cost of Schools Proper.	Total.	For Schools Proper.	For Administration Prorated on Cost of Schools Proper.
In State.....	\$3,530,299.52	\$3,054,976.57	\$475,322.95	\$288,375.61	\$247,590.15	\$ 40,785.46
Alachua	142,230.53	134,942.85	7,288.18	7,993.00	7,601.34	391.66
Baker	16,620.22	13,832.09	2,788.13	360.06	300.25	59.81
Bay	24,463.80	21,936.03	2,527.77	1,974.93	1,769.98	204.95
Bradford	41,741.99	37,898.96	3,843.03	2,012.54	1,731.06	281.48
Brevard	42,192.14	37,652.39	4,539.75	2,363.92	2,109.85	254.07
Broward	40,139.89	32,470.25	7,669.64	1,877.27	1,515.87	361.40
Calhoun	22,035.88	18,595.99	3,439.89	996.96	842.50	154.46
Citrus	23,209.57	18,783.93	4,425.64	848.01	687.50	160.51
Clay	19,898.92	15,754.74	4,144.18	3,304.62	2,618.76	685.86
Columbia	39,756.56	34,888.17	4,868.39	5,541.03	4,865.16	676.46
Dade	269,865.45	241,258.99	28,606.46	6,658.81	5,955.37	703.44
DeSoto	163,159.20	138,067.70	25,091.50	2,905.91	2,471.98	433.93
Duval	216,758.23	192,123.80	24,634.43	32,085.75	28,437.25	3,648.50
Escambia	126,420.42	114,831.74	11,588.68	16,001.42	14,539.79	1,461.63
Franklin	31,356.98	26,822.76	4,534.22	1,819.13	1,555.23	263.90
Gadsden	29,579.13	27,242.26	2,336.87	3,598.49	3,315.55	282.94
Hamilton	22,330.67	19,652.20	2,678.47	1,583.02	1,393.75	189.27
Hernando	32,509.34	28,528.25	3,981.09	2,573.08	2,259.57	313.51
Hillsborough	373,047.05	286,714.07	86,332.98	26,896.91	20,697.21	6,199.70
Holmes	27,592.63	24,662.99	2,929.64	461.14	413.50	47.64
Jackson	61,006.47	55,869.78	5,136.69	8,320.88	7,620.31	700.57
Jefferson	23,425.39	19,575.72	3,849.67	3,997.53	3,339.39	658.14
Lafayette	29,921.15	25,838.02	4,083.13	1,196.04	1,034.75	161.29
Lake	55,513.58	50,117.58	5,396.00	4,506.44	4,068.93	437.51
Lee	58,527.89	52,619.57	5,908.32	1,526.89	1,375.40	151.49
Leon	37,682.45	33,227.39	4,455.06	10,934.87	9,641.46	1,293.41
Levy	31,258.94	26,017.08	5,251.86	4,875.14	4,076.47	798.67
Liberty	10,123.22	7,578.77	2,544.45	644.91	482.50	162.41
Madison	34,966.98	30,385.85	4,581.13	2,555.03	2,237.00	318.03
Manatee	95,385.23	67,531.62	27,853.61	6,059.45	4,281.24	1,778.21
Marion	72,910.86	57,995.48	14,915.38	20,421.39	16,226.17	4,195.22
Monroe	34,870.74	27,164.47	7,706.27	4,889.74	3,808.93	1,080.81
Nassau	24,471.32	21,256.45	3,214.87	7,062.30	6,134.30	928.00
Okaloosa	17,257.99	14,660.53	2,597.46	892.58	758.75	133.83
Orange	75,883.71	65,768.50	10,115.21	9,456.13	8,167.50	1,288.63
Osceola	39,965.91	34,009.97	5,955.94	3,238.52	2,661.62	576.90
Palm Beach	103,465.50	92,535.50	10,930.00	5,488.00	4,912.74	575.26
Pasco	57,131.50	47,000.96	10,130.54	1,022.69	837.00	185.69
Pinellas	161,531.86	144,778.84	16,753.02	5,344.81	4,791.00	553.81
Polk	245,283.34	232,893.97	12,389.37	7,776.36	7,380.00	396.36
Putnam	34,259.73	31,015.60	3,244.13	7,893.13	7,132.18	760.95
St. Johns	42,240.75	32,986.19	9,254.56	7,519.64	5,861.88	1,657.76
St. Lucie	108,196.66	97,744.13	10,252.53	2,406.21	2,175.58	230.63
Santa Rosa	79,647.11	72,218.74	7,428.37	1,427.66	1,291.50	136.16
Seminole	35,206.88	28,311.53	6,895.35	8,136.03	6,539.57	1,596.46
Sumter	24,676.36	19,262.75	5,413.61	1,999.33	1,950.16	49.17
Suwannee	35,881.96	29,760.22	6,121.74	4,973.23	4,122.60	850.63
Taylor	45,112.62	38,242.38	6,870.24	1,068.43	906.70	161.73
Volusia	81,162.86	74,718.34	6,444.52	14,520.78	13,365.63	1,155.15
Wakulla	9,717.53	8,072.73	1,644.80	1,882.26	1,564.29	317.97
Walton	38,195.59	31,691.84	6,503.75	1,250.00	1,035.00	215.00
Washington	20,698.84	17,466.41	3,232.43	3,232.61	2,728.13	504.48

TABLE XXIV.—School Expenditures Per Capita: of Population, of Youths of School Age, of Pupils Enrolled, of Pupils in Daily Attendance.
Amount is given in dollars and cents, the \$ being omitted.

1915-1916. Counties.	Of Population.			Of Youths of School Age.			Of Pupils Enrolled.			Of Pupils in Daily Attendance.		
	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.
In State.....	4.05	6.13	.78	12.64	19.23	2.44	19.25	25.98	4.62	26.44	35.72	6.33
Alachua	4.24	8.92	.41	11.49	21.17	1.26	20.06	32.46	2.57	26.31	42.41	3.39
Baker	3.26	3.85	.34	8.49	10.02	.87	10.70	12.12	1.40	18.46	20.70	2.57
Bay	1.95	2.61	.47	6.25	8.49	1.45	10.76	13.00	3.44	15.00	18.01	4.80
Bradford	2.64	3.49	.44	7.02	9.43	1.11	10.15	12.48	2.08	14.57	18.39	2.75
Brevard	5.80	7.70	1.07	15.64	26.98	3.82	25.89	33.41	5.12	32.81	42.58	6.44
Broward	8.30	12.12	1.07	34.13	47.06	4.97	41.11	51.46	7.75	50.00	61.29	10.09
Calhoun	3.06	4.27	.42	8.25	11.40	1.18	10.69	12.39	2.64	17.29	20.56	3.83
Citrus	4.66	7.83	.39	14.65	23.19	1.32	18.80	25.70	2.24	25.19	34.13	3.08
Clay	3.11	4.42	1.10	9.73	13.34	3.67	16.29	19.26	8.28	23.21	27.79	11.48
Columbia	2.82	5.11	.67	7.68	14.60	1.75	9.76	16.86	2.42	14.33	25.50	3.46
Dade	11.07	16.27	.80	43.52	63.89	3.13	64.71	71.96	10.06	84.75	96.11	14.60
DeSoto	7.00	8.09	.70	21.62	24.55	2.42	29.12	31.50	5.13	39.27	42.40	6.62
Duval	2.54	4.40	.66	10.03	17.88	2.53	17.85	23.66	6.71	23.37	30.31	9.16
Escambia	3.41	4.79	1.04	10.64	14.14	3.60	14.13	16.43	6.75	22.80	30.20	7.77
Franklin	6.06	11.15	.68	20.27	37.02	2.30	40.91	67.87	5.64	53.60	85.04	6.94
Gadsden	1.43	4.00	.23	3.85	12.01	.58	5.82	14.15	1.00	8.41	19.27	1.49
Hamilton	1.89	3.22	.28	5.14	9.56	.68	9.15	13.01	1.77	11.08	17.01	2.39
Hernando	5.37	9.77	.80	17.83	31.26	2.78	26.16	37.47	5.05	38.00	54.82	7.77
Hillsborough	4.72	5.61	1.48	16.04	18.27	5.96	27.38	30.46	11.31	33.94	39.67	14.14
Holmes	1.93	2.15	.28	5.28	5.78	.88	9.86	10.41	2.37	11.57	12.13	3.09
Jackson	1.91	3.24	.48	4.92	8.44	1.21	8.35	11.25	2.90	10.37	16.89	2.80
Jefferson	1.70	6.06	.33	4.07	16.08	.78	6.69	23.82	1.28	9.41	34.23	1.79
Lafayette	3.84	4.51	.84	10.67	12.25	2.54	17.99	18.83	5.95	27.59	29.96	9.28
Lake	4.65	6.74	.96	15.53	21.13	3.57	20.39	27.15	4.93	27.83	36.07	7.34
Lee	6.56	7.72	.95	23.14	26.32	4.12	29.22	32.14	6.52	40.47	44.81	8.60
Leon	2.41	7.38	.73	6.78	22.59	1.99	10.00	27.48	3.13	15.30	36.87	5.07
Levy	2.94	4.88	.82	8.70	13.96	2.55	14.31	19.00	5.15	19.14	26.56	6.86
Liberty	2.17	3.84	.28	6.15	10.47	.82	10.47	13.88	2.37	15.02	19.68	3.19
Madison	2.08	4.16	.27	5.62	12.50	.66	6.92	13.50	.88	10.41	22.06	1.22
Manatee	6.15	8.24	1.23	20.69	27.00	4.43	28.88	33.51	9.08	38.93	44.61	12.95
Marion	3.22	6.06	1.21	9.45	18.70	3.41	12.96	23.87	4.93	18.73	31.14	7.73
Monroe	2.03	23.72	1.01	6.78	8.30	2.94	16.60	19.76	7.74	23.32	26.28	12.94
Nassau	3.98	4.65	1.50	12.08	13.59	4.18	16.27	17.25	6.90	22.25	23.49	9.49
Okaloosa	1.82	2.44	.31	5.14	6.68	.96	7.86	8.65	2.85	11.17	12.55	3.69
Orange	5.45	7.42	1.74	18.38	25.06	5.85	24.00	32.28	7.84	32.39	42.29	11.02
Osceola	3.72	4.04	1.89	13.57	15.16	5.95	23.79	25.90	11.93	33.83	37.11	16.19
Palm Beach	10.51	14.66	1.66	41.81	54.71	7.68	43.34	58.03	7.75	62.87	83.10	11.24
Pasco	5.78	7.66	.39	18.89	24.10	1.44	26.94	30.34	3.71	37.80	43.02	4.83
Pinellas	8.73	11.22	1.13	33.38	43.29	4.22	38.26	46.38	6.27	51.61	59.45	9.97
Polk	6.51	9.11	.65	19.81	27.60	2.00	31.73	37.61	5.28	41.11	49.07	6.72
Putnam	2.58	4.11	.98	8.89	14.31	3.30	12.70	20.30	4.82	17.60	28.11	6.72
St. Johns	3.69	5.14	1.42	13.05	18.23	5.03	19.32	25.45	8.22	24.43	31.64	10.71
St. Lucie	11.64	15.43	.97	37.95	49.23	3.38	52.77	64.13	5.94	70.91	86.77	7.76
Santa Rosa	5.63	7.91	.33	14.82	21.40	1.07	24.35	24.54	2.88	35.72	41.43	4.10
Seminole	4.29	6.54	1.72	14.91	24.02	5.65	22.14	33.37	9.01	24.58	32.07	12.24
Sumter	3.47	4.89	.76	10.02	14.21	2.16	12.84	16.98	3.20	17.20	21.97	4.49
Suwannee	1.98	2.99	.58	5.25	8.18	1.47	7.68	10.44	2.64	11.12	15.53	3.64
Taylor	4.02	6.90	.22	13.58	20.78	.87	22.55	25.03	4.34	37.47	43.29	5.54
Volusia	4.28	5.98	1.57	14.44	21.17	5.20	22.57	29.36	9.91	28.87	37.79	12.44
Wakulla	1.43	2.69	.42	3.49	7.08	.96	8.00	13.09	2.64	12.27	18.87	4.38
Walton	2.84	3.77	.33	8.08	10.64	.98	12.29	13.77	2.64	17.89	19.70	3.85
Washington	2.13	2.53	1.07	5.54	6.53	2.81	6.96	8.42	3.29	10.61	12.73	5.13

TABLE XXV.—(a) Number of Visits by County Superintendents to Schools, One Hour or Longer; (b) Percentage County Superintendent's Salary is of Total Paid His Teachers; (c) Number of Pupils Transported, Total Cost, and Cost Per Pupil.

1915-1916. Counties.	Visits by Co. Supt. to Schools.				Transportation of Pupils.		
	To Both.	To White.	To Negro.	Percentage His Salary of Total Paid Teachers.	Total Paid for Transportation.	No. Pupils Transported.	Average Cost Per Pupil.
In State.....	4,869	4,196	673	4.0	\$56,262.30	3,163	\$16.55
Alachua	106	83	23	2.9	3,388.30	148	22.90
Baker	157	150	7	7.8	306.00	25	12.24
Bay	65	59	6	5.6	.....	.....	.....
Bradford	146	131	15	3.7	.....	.....	.....
Brevard	46	41	5	5.2	3,316.90	129	25.71
Broward	34	26	8	6.8	2,855.00	106	26.93
Calhoun	44	44	0	8.0	.....	.....	.....
Citrus	78	67	11	7.6	513.50	61	8.42
Clay	81	73	8	7.9	627.05	22	28.50
Columbia	136	106	30	3.8	209.60	29	7.27
Dade	52	52	0	2.8	1,731.30	53	32.67
DeSoto	183	176	7	2.6	1,414.64	135	10.48
Duval	49	43	6	2.1	6,474.03	387	16.73
Escambia	110	87	23	3.9	180.00	15	12.00
Franklin	16	11	5	6.7	.....	.....	.....
Gadsden	109	85	24	4.3	.....	.....	.....
Hamilton	94	9	0	6.3	.....	.....	.....
Hernando	71	54	17	10.0	747.65	47	15.91
Hillsborough ..	360	347	13	2.0	840.20	52	16.16
Holmes	125	120	5	5.6	.....	.....	.....
Jackson	126	88	38	3.1	.....	.....	.....
Jefferson	168	102	66	6.2	2,445.40	238	10.23
Lafayette	48	48	0	8.2	*356.40	38	9.38
Lake	105	89	16	3.1	918.76	31	29.64
Lee	80	78	2	3.8	1,025.00	135	7.59
Leon	103	56	47	4.8	657.52	42	15.66
Levy	67	50	17	4.3	5.00	2	2.50
Liberty	28	23	5	12.0	.....	.....	.....
Madison	132	130	2	5.0	1,473.25	140	10.52
Manatee	27	26	1	3.3	190.55	15	12.70
Marion	116	72	44	2.7	139.50	12	11.62
Monroe	16	14	2	6.9	.....	.....	.....
Nassau	60	48	12	5.3	.....	.....	.....
Okaloosa	48	41	7	5.9	.....	.....	.....
Orange	120	94	26	3.4	3,931.59	214	18.37
Osceola	43	41	2	5.2	171.70	13	13.21
Palm Beach....	82	71	11	3.9	4,845.44	165	29.36
Pasco	92	88	4	4.2	2,958.07	70	42.26
Pinellas	145	129	16	3.6	2,276.52	98	23.23
Polk	180	167	13	3.0	232.00	18	12.89
Putnam	47	34	13	4.7	1,148.10	74	15.51
St. Johns	93	82	11	4.9	843.75	71	10.48
St. Lucie	123	109	14	6.6	3,118.50	125	24.95
Santa Rosa....	118	110	8	5.5	.....	.....	.....
Seminole	58	45	13	5.5	3,369.00	201	16.76
Sumter	64	64	0	6.6	10.00	3	3.33
Suwannee	87	85	2	5.0	.....	.....	.....
Taylor	88	84	4	5.2	1,008.52	86	11.73
Volusia	132	99	33	2.7	2,208.41	140	15.79
Wakulla	98	74	24	7.1	120.00	5	24.00
Walton	68	68	0	5.6	205.15	18	11.40
Washington ..	45	38	7	6.4	.....	.....	.....

* Includes 22 negroes transported at a cost of \$63.25, in Lafayette county.

TABLE XXVI.—(a) Number and Kind of School Buildings Owned by County Boards and District Trustees; (b) Number of Rooms in Buildings.

1915-1916. Counties.	Public School Buildings.									Number of Rooms in Buildings.			
	Grand Total.	Frame.			Brick.			Concrete.			Total.	For Whites.	For Negroes.
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.			
In State	2714	2519	1885	634	151	146	5	44	44	...	6009	4953	1056
Alachua	111	105	66	39	6	6	...	...	...	...	232	169	63
Baker	31	31	26	5	...	...	...	...	...	...	50	44	6
Bay	31	29	29	...	2	2	...	...	...	...	69	69	...
Bradford	58	54	43	11	4	4	...	...	...	...	119	100	19
Brevard	36	36	29	7	...	...	...	...	...	...	62	49	13
Broward	11	7	5	2	...	...	...	4	4	...	38	33	5
Calhoun	35	35	35	...	...	...	...	...	...	...	50	50	...
Citrus	31	30	23	7	1	1	...	...	...	...	51	44	7
Clay	30	29	25	4	1	1	...	...	...	...	45	41	4
Columbia	81	79	51	28	2	2	...	...	...	...	140	101	39
Dade	33	18	13	5	...	...	...	15	15	...	162	152	10
DeSoto	88	76	72	4	10	10	...	2	2	...	247	240	7
Duval	71	61	38	23	10	9	1	...	...	...	299	233	66
Escambia	81	77	56	21	3	3	...	1	1	...	209	161	48
Franklin	6	5	3	2	1	1	...	...	...	...	32	24	8
Gadsden	56	54	26	28	2	2	...	...	...	...	100	71	29
Hamilton	62	61	45	16	1	1	...	...	...	...	87	69	18
Hernando	28	27	19	8	1	1	...	...	...	...	49	38	11
Hillsborough	91	64	50	14	24	22	2	3	3	...	411	384	27
Holmes	65	65	60	5	...	...	...	...	...	...	105	100	5
Jackson	123	120	74	46	3	3	...	...	...	...	215	149	66
Jefferson	31	30	18	12	1	1	...	...	...	...	62	47	15
Lafayette	49	47	45	2	1	1	...	1	1	...	62	59	3
Lake	56	49	35	14	6	6	...	1	1	...	97	76	21
Lee	36	32	30	2	4	4	...	...	...	...	94	89	5
Leon	75	73	36	37	2	2	...	...	...	...	115	70	45
Levy	63	61	44	17	2	2	...	...	...	...	90	70	20
Liberty	20	20	18	2	...	...	...	...	...	...	33	29	4
Madison	66	63	55	8	3	3	...	...	...	...	105	93	12
Manatee	48	41	40	1	6	6	...	1	1	...	124	116	8
Marion	114	109	60	49	5	5	...	...	...	...	202	124	78
Monroe	10	8	7	1	...	...	...	2	2	...	58	47	11
Nassau	67	63	48	15	4	3	1	...	...	...	94	70	24
Okaloosa	48	47	40	7	1	1	...	...	...	...	73	66	7
Orange	40	39	29	10	1	1	...	...	...	...	227	184	43
Osceola	27	25	23	2	2	2	...	...	...	...	60	54	6
Palm Beach	22	15	10	5	...	...	...	7	7	...	102	89	13
Pasco	41	38	35	3	3	3	...	...	...	...	89	85	4
Pinellas	30	18	12	1	15	14	1	2	2	...	168	144	24
Polk	94	81	67	14	12	12	...	1	1	...	283	251	32
Putnam	64	63	36	27	...	...	...	1	1	...	109	67	42
St. Johns	37	36	27	9	1	1	...	...	...	...	82	65	17
St. Lucie	37	35	30	5	2	2	...	...	...	...	88	80	8
Santa Rosa	64	63	54	9	1	1	...	...	...	...	100	90	10
Seminole	18	16	9	7	2	2	...	...	...	...	61	46	15
Sumter	36	32	22	10	2	2	...	2	2	...	79	63	16
Suwannee	102	102	69	33	...	...	...	...	...	...	136	97	39
Taylor	45	44	42	2	1	1	...	...	...	...	70	67	3
Volusia	55	53	35	18	1	1	...	1	1	...	147	111	36
Wakulla	38	38	24	14	...	...	...	...	...	...	45	30	15
Walton	62	61	55	6	1	1	...	...	...	...	102	94	8
Washington	60	59	42	17	1	1	...	...	...	...	80	59	21

TABLE XXVII.—Patent Desks and Square Yards of Blackboards in the Schools.

1915-1916. Counties.	Patent Desks In Use.							Square Yards Good Blackboards.		
	Grand Total.	Single.			Double.			Total.	For Whites.	For Negroes.
		Total.	For Whites.	For Negroes.	Total.	For Whites.	For Negroes.			
In State.....	138,654	95,154	88,396	6,758	43,490	32,345	11,145	66,555	56,239	10,316
Alachua	4,824	2,441	2,365	76	2,383	1,876	507	1,823	1,496	327
Baker	865	69	69	.....	786	720	66	364	334	30
Bay	1,762	1,334	1,334	.....	428	428	.....	452	452	.....
Bradford	5,844	1,676	1,666	70	4,168	4,008	160	766	657	109
Brevard	1,656	1,455	1,318	137	201	97	104	564	522	42
Broward	1,152	1,152	1,002	150	.....	.....	.....	688	658	30
Calhoun	1,377	1,348	1,348	.....	29	29	.....	531	531	.....
Citrus	874	251	245	6	623	530	93	723	685	38
Clay	1,018	403	403	.....	615	468	147	519	355	164
Columbia	2,255	1,005	977	28	1,250	939	311	1,256	968	288
Dade	4,990	4,970	4,385	585	20	.....	20	2,211	2,061	150
DeSoto	5,634	4,288	4,266	22	1,346	1,228	118	2,449	2,427	22
Duval	7,465	5,001	4,888	113	2,464	702	1,762	3,634	2,559	1,075
Escambia	5,846	3,764	3,568	196	2,082	1,132	950	2,710	2,261	449
Franklin	437	302	302	.....	135	110	25	352	287	65
Gadsden	997	837	837	.....	160	160	.....	979	769	210
Hamilton	1,138	487	487	.....	651	651	.....	601	601	.....
Hernando	1,161	632	592	40	529	262	267	704	634	70
Hillsborough ..	15,104	13,021	12,149	872	2,083	1,461	622	5,277	4,760	517
Holmes	2,162	1,464	1,379	85	698	698	.....	920	914	6
Jackson	4,268	4,115	4,065	50	153	143	10	1,573	1,452	121
Jefferson	496	131	65	66	365	293	72	994	601	393
Lafayette	1,187	18	17	1	1,169	1,140	29	635	619	16
Lake	1,714	1,008	966	42	706	447	259	1,443	1,296	153
Lee	2,177	2,014	1,969	45	163	90	73	916	894	22
Leon	1,950	1,181	824	357	769	426	343	2,415	1,819	596
Levy	854	585	585	.....	269	269	.....	1,176	951	225
Liberty	824	682	610	72	142	122	20	218	200	18
Madison	2,580	1,575	1,575	.....	1,005	655	350	1,295	1,165	130
Manatee	2,931	2,132	2,132	.....	799	637	162	1,369	1,288	81
Marion	4,465	2,464	2,190	274	2,001	663	1,348	2,628	1,873	755
Monroe	1,650	1,100	1,100	.....	550	250	300	768	668	100
Nassau	1,335	456	381	75	879	606	273	266	206	60
Okaloosa	791	.....	.....	.....	791	791	.....	343	297	46
Orange	3,688	3,305	3,133	172	383	171	212	2,120	1,414	706
Osceola	1,570	1,230	1,184	46	340	319	21	541	495	46
Palm Beach....	2,357	2,341	1,846	495	16	.....	16	1,454	1,344	110
Pasco	1,599	789	789	.....	810	800	10	390	390	.....
Pinellas	4,579	4,144	3,656	488	435	123	312	2,024	1,775	249
Polk	6,424	4,852	4,765	87	1,572	1,360	212	2,274	2,099	175
Putnam	2,567	2,248	1,689	559	319	150	169	1,496	1,140	356
St. Johns	2,170	1,950	1,750	200	220	16	204	1,500	1,192	308
St. Lucie	2,140	2,019	1,715	304	121	97	24	1,237	1,055	182
Santa Rosa	1,892	423	414	9	1,469	1,392	67	759	707	52
Seminole	1,624	1,416	1,162	254	208	73	135	1,059	878	181
Sumter	1,536	824	824	.....	712	448	264	1,235	749	486
Suwannee	2,352	258	188	70	2,094	2,007	87	1,029	839	190
Taylor	1,523	1,053	1,024	29	470	405	65	562	552	10
Volusia	4,105	3,526	2,843	683	579	224	355	3,645	2,943	702
Wakulla	876	351	351	.....	525	285	240	325	289	36
Walton	1,578	126	126	.....	1,452	1,452	.....	717	683	34
Washington ...	2,391	938	938	.....	1,353	992	361	626	491	135

TABLE XXVIII.—Value of School Equipment Owned by County Boards
and District Trustees.
PART I.—Furniture, Apparatus, Libraries.

1915-1916. Counties.	Grand Total.	Furniture.		Apparatus.		Libraries.	
		For Whites.	For Negroes.	For Whites.	For Negroes.	For Whites.	For Negroes.
In State	\$807,300	\$528,486	\$ 49,645	\$132,492	\$ 8,005	\$ 85,691	\$ 2,981
Alachua	26,297	15,142	3,615	2,484	5	5,051	.....
Baker	8,485	6,750	650	765	.....	320	.....
Bay	5,694	5,387	.....	120	.....	187	.....
Bradford	10,905	5,922	974	1,740	29	2,225	15
Brevard	5,297	3,630	505	597	35	510	20
Broward	9,090	7,305	.....	1,085	.....	700	.....
Calhoun	5,087	3,556	.....	691	.....	820	.....
Citrus	4,355	3,505	195	600	55	.....	.....
Clay	6,705	5,070	650	865	.....	220	100
Columbia	27,463	20,005	1,970	3,885	625	1,428	50
Dade	27,043	12,188	975	11,095	25	2,760	.....
DeSoto	51,875	30,035	590	13,412	165	7,673	.....
Duval	29,500	14,663	5,559	3,406	3,650	2,156	75
Escambia	22,953	14,270	2,200	3,724	25	2,654	80
Franklin	4,230	3,110	390	235	.....	470	25
Gadsden	6,055	4,340	20	680	.....	1,015	.....
Hamilton	7,983	5,980	.....	1,103	.....	900	.....
Hernando	14,625	10,870	630	1,465	215	1,135	310
Hillsborough	81,258	61,810	5,080	10,291	201	3,866	10
Holmes	9,853	6,794	160	402	.....	2,497	.....
Jackson	14,346	12,557	238	826	15	710	.....
Jefferson	4,600	3,540	310	50	.....	700	.....
Lafayette	13,405	4,755	80	3,780	.....	4,790	.....
Lake	15,580	7,195	430	6,474	14	1,462	5
Lee	22,761	16,445	300	2,546	.....	3,470	.....
Leon	13,828	9,002	1,731	1,431	199	1,589	75
Levy	7,665	5,265	500	1,350	230	320	.....
Liberty	3,810	3,053	200	537	20	.....	.....
Madison	12,750	9,175	425	1,750	.....	1,400	.....
Manatee	19,509	13,494	800	3,580	90	1,545	.....
Marion	21,103	11,124	3,915	3,065	877	2,072	50
Monroe	7,700	3,950	600	600	50	1,500	1,000
Nassau	1,381	927	177	202	25	50	.....
Okaloosa	2,435	2,289	25	72	.....	49	.....
Orange	11,934	7,822	301	1,330	20	2,455	.....
Osceola	9,490	5,935	200	2,125	60	1,170	.....
Palm Beach	23,695	12,010	1,020	7,765	105	2,780	15
Pasco	10,607	7,616	75	1,379	.....	1,537	.....
Pinellas	32,507	16,795	1,487	9,290	170	4,580	185
Polk	45,375	34,560	1,375	7,230	120	2,060	30
Putnam	10,060	5,510	1,280	1,482	90	898	800
St. Johns	11,308	6,420	1,365	2,635	220	615	53
St. Lucie	19,973	10,725	1,040	5,078	50	3,062	18
Santa Rosa	12,424	10,450	275	1,040	.....	659	.....
Seminole	12,009	9,060	1,275	575	109	925	65
Sumter	3,395	6,500	735	535	.....	625	.....
Suwannee	9,710	6,540	1,200	1,300	65	605	.....
Taylor	9,448	5,618	450	1,515	16	1,849	.....
Volusia	31,463	19,923	2,910	3,965	200	4,465	.....
Wakulla	2,900	2,110	235	210	60	285	.....
Walton	13,106	12,249	80	50	.....	727	.....
Washington	6,390	4,640	450	780	170	350	.....

TABLE XXVIII.—Value of All Public School Property Owned by County Boards and District Trustees.
PART II.—Lots and Buildings, and Total, Including Equipment.

1915-1916. Counties.	Total Including Lots, Buildings and Equipment.	Total of Lots and Buildings	Lots.		Buildings.	
			For Whites.	For Negroes.	For Whites.	For Negroes.
In State.....	\$7,409,947	\$6,602,647	\$964,723	\$ 88,472	\$5,217,779	\$331,673
Alachua	286,397	260,100	64,855	730	170,525	23,990
Baker	25,635	17,150	1,600	325	13,625	1,600
Bay	65,924	60,230	8,125	.....	52,105	.....
Bradford	129,705	118,800	7,600	725	106,850	3,625
Brevard	49,552	44,255	17,740	400	22,565	3,550
Broward	90,330	81,240	6,090	600	73,850	700
Calhoun	21,462	16,395	1,870	.....	14,525	.....
Citrus	45,725	41,370	4,450	1,070	34,600	1,250
Clay	36,530	29,825	2,915	260	23,950	2,700
Columbia	124,263	96,800	5,820	1,730	76,725	9,525
Dade	364,703	337,660	27,410	2,850	301,500	5,900
DeSoto	343,835	291,960	36,260	675	252,175	2,850
Duval	442,192	412,692	71,346	6,135	289,928	45,283
Escambia	202,963	180,010	39,985	5,725	118,100	16,200
Franklin	39,730	35,500	2,600	800	29,100	3,000
Gadsden	61,860	55,805	11,130	.....	44,675	.....
Hamilton	42,653	34,670	5,920	.....	28,750	.....
Hernando	54,025	39,400	3,025	525	33,900	1,950
Hillsboro	1,035,418	954,160	126,760	14,500	767,600	45,300
Holmes	39,720	29,867	2,972	125	25,920	850
Jackson	90,931	76,585	3,620	265	68,300	4,400
Jefferson	52,091	47,491	11,190	700	32,926	2,675
Lafayette	51,275	37,870	1,070	50	36,000	750
Lake	158,967	143,387	17,345	742	119,675	5,625
Lee	194,326	171,565	34,765	600	134,200	2,000
Leon	113,233	99,405	6,470	2,225	74,360	16,350
Levy	54,000	46,335	4,390	95	39,300	2,550
Liberty	17,044	13,234	555	20	12,045	614
Madison	73,345	60,595	6,230	1,215	49,950	3,200
Manatee	274,599	255,090	27,925	800	219,365	7,000
Marion	215,789	194,686	18,940	6,050	144,450	25,246
Monroe	122,400	114,700	20,700	8,000	81,500	4,500
Nassau	33,596	32,215	1,390	175	27,860	2,790
Okaloosa	24,885	22,450	2,190	10	20,200	50
Orange	187,259	175,325	24,475	875	146,925	3,050
Osceola	65,205	55,715	7,965	550	44,900	2,300
Palm Beach...	192,395	168,700	31,500	2,450	131,150	3,600
Pasco	86,167	75,560	6,635	100	68,325	500
Pinellas	368,907	336,400	97,600	6,300	212,900	19,600
Polk	374,955	329,580	33,180	1,950	289,550	4,900
Putnam	66,715	56,655	12,030	5,905	30,200	8,520
St. Johns	157,343	146,035	33,435	3,105	102,980	6,515
St. Lucie	170,948	150,975	23,150	1,450	120,500	5,875
Santa Rosa...	81,424	69,000	10,775	225	57,300	700
Seminole	111,934	99,025	14,500	3,025	76,700	4,800
Sumter	69,225	60,830	4,365	315	54,050	2,100
Suwannee	54,285	44,575	2,735	540	35,800	5,500
Taylor	57,773	48,325	2,685	160	43,830	1,650
Volusia	241,968	210,505	38,640	2,925	158,675	10,265
Wakulla	16,665	13,765	680	135	10,500	2,450
Walton	95,121	82,015	8,820	50	72,495	650
Washington ..	32,555	26,165	3,300	290	19,900	2,675

CHAPTER V.

HIGH SCHOOLS.

This Chapter treats of the high schools of the State. Determining fairly and definitely which schools deserve classification as high schools presents a difficult and perplexing question in present day school administration. Nearly every school principal, or body of school officials, is extremely anxious for his school, or the one in his locality to be rated as a high school, regardless of how it measures up to the regulations prescribed for standardizing high schools. Therefore, unfortunate is the individual or individuals whose duty is to apply the measuring rod.

Many of the schools meet several of the regulations but fall short in one or more of the essential counts, which would entitle the school to be truthfully classed as a high school.

BUILDINGS AND EQUIPMENT.

The past two years have witnessed a most wonderful improvement in the character of the buildings and equipment provided for high schools, but it is confidently believed that there has not been a corresponding advance in the qualifications of teachers and in the value of the teaching done. There are two of the indispensable elements to be considered in rating high schools; first, the ability of the teachers to do high school work; second, whether high school work is actually done—by their fruits should they be known, not by their pretenses.

THE NAME NOT SUFFICIENT.

Too many are satisfied with the name and the appearances, the mere naming of a school a high school by an ambitious principal, or the fact that it is called such by school officials, and the community where located is not sufficient to constitute a school a high school. The State abounds in self-styled high schools, many such even assuming to grant diplomas, that are high in no sense except in name. The course of study and a corps of teachers capable of doing and who are successfully imparting high school instruction, should be prerequisites for classifying any school as a high school. Principals and high school teachers who do not themselves possess the equivalents in education of a course of high school study, are unable to conduct a school worthy of recognition as a high school.

In years past there were found in nearly every section of the country, as well as in Florida, self-named "*Normal Schools*," many of them without a charter, without State recognition, without authority to issue diplomas, and without any just claim of being Normal schools beyond the name. As a matter of fact, the methods of instruction and the courses really taught were the most abnormal things conceivable. It was found necessary to protect innocent and well-meaning persons from Normal School frauds, so at the present stage of high school development in the State, it is necessary to take steps to protect pupils, patrons and the general public from high school shams.

THE COMMISSION ON ACCREDITED SCHOOLS.

Adopting the lead of other sections of the country, three representative educators from each of the following thirteen Southern States: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia,

and West Virginia, organized the Commission on Accredited Schools of the Southern States. This commission adopted some excellent regulations for standardizing the high schools of the South. It meets annually for a revision of its regulations, and for the purpose of accrediting schools and promulgating a roster of accredited high schools in the Southern States. The following are the more important regulations on which their standardization is based.

1. No school shall be accredited which does not require for graduation the completion of a four-year high school course of study.
2. The minimum scholastic attainment of three-fourths of the high school teachers of academic subjects shall be equivalent to graduation from a standard college.
3. The Commission will decline to consider any school whose teaching force consists of fewer than three teachers of academic subjects giving their full time to high school instruction.
4. The number of daily periods of class instruction given by a teacher shall not exceed six, and the Commission recommends that five would be better.
5. The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught.
6. And other details which may be had through members of the Commission.

These regulations are most excellent and when faithfully executed are ample. The difficulty in Florida seems to have been the lax manner in which they were executed in accrediting the high schools.

AT VARIANCE WITH FLORIDA LAWS.

The above regulations of the Commissions On Accredited Schools of the Southern States are at variance in several important particulars with the direct statutes of Florida, hence are nugatory in such cases in this State. This want of harmony between the laws of Florida and the Commission led the State Board of Education of Florida to adopt the following regulations for accrediting Florida high schools.

FLORIDA REGULATIONS FOR ACCREDITING HIGH SCHOOL.

These Regulations are based upon Chapter 5206 and the re-enacted Chapter 5382, Laws of Florida, which provide for only two grades of high schools, Junior and Senior; but the Board thought it best to authorize three grades, Junior, Intermediate, and Senior High Schools.

JUNIOR HIGH SCHOOLS.

Regulation 1. No school shall be recognized as a Junior High School which does not meet each of the following requirements: 1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 50.

3rd. It must have in regular attendance not less than a total of 10 pupils in one or both of the Ninth and Tenth grades, regularly and properly promoted from the grade next below.

4th. It must employ not less than a total of 4 teachers, each legally certificated according to the laws of this State, and devoting all of his or her time to teaching in the school.

5th. The principal shall hold either a Life State or State Certificate, or a valid First Grade Certificate issued under the laws of this State and, in addition, a Special Certificate covering all the academic branches or subjects, not covered by a First Grade Certificate, embraced in and prescribed in the Standard High School Course of Study for the Ninth and Tenth Grades.

6th. At least one capable teacher, must devote all of his or her time to teaching the Ninth and Tenth grades, and where there is but one teacher giving full time to these two grades, but one of the Standard Courses of Study must be offered.

7th. The average length of recitation periods in the two high school grades shall not be less than 40 minutes.

8th. All pupils in high school grades must at all times carry not less than four academic subjects; provided, that some vocational, industrial, or elective study may occupy one recitation period.

9th. The building must have not less than four ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library, each worth not less than \$100.

INTERMEDIATE HIGH SCHOOLS.

Regulation 2. No school shall be recognized as an Intermediate High School which does not meet each of the following requirements:

1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 100.

3rd. It must have in regular attendance not less than a total

of 20 pupils in the Ninth, Tenth and Eleventh grades, 5 of whom must be in the Eleventh grade, all regularly and properly promoted from the next grade below.

4th. It must employ not less than two teachers, exclusive of the principal, each legally certificated according to the laws of this State and devoting all of his or her time to teaching high school classes; the certificate held by each shall be a Life State or State Certificate, or a First Grade Certificate and a Special Certificate covering all the academic branches or subjects each teaches embraced in and prescribed in one of the Standard Courses of Study for the three lowest high school grades.

5th. Every teacher of any subject must hold a certificate covering the particular subject taught.

6th. The principal shall hold either a State Life or State certificate, and shall not hear more than four regular recitations a day.

7th. The average length of recitation periods, in all high school grades, shall not be less than 45 minutes.

8th. All pupils in high school grades must carry all the time not less than four academic subjects; provided, that some vocational, industrial, or elective subject may take the period of one subject.

9th. The building must have not less than seven ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library of books, each worth not less than \$150.

SENIOR HIGH SCHOOLS.

Regulation 3. No school shall be recognized as a Senior High School which does not meet each of the following requirements:

1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 150.

3rd. It must have in regular attendance not less than a total of 30 pupils in the four high school grades, not less than a total of 10 pupils in the two highest grades, all regularly and properly promoted from the grade next below.

4th. It must employ not less than three teachers, exclusive of the principal, each legally certificated according to the laws of this State and devoting all of his or her time to teaching high school classes; the certificate held by each shall be a Life State or State Certificate, or a First Grade Certificate and a Special Certificate covering all the specific academic branches or subjects each teaches, embraced in and prescribed in one of the Standard Courses of Study.

5th. Every teacher of any subject must hold a certificate covering the particular subject taught.

6th. The principal shall hold either a Life State or State Certificate, and shall not hear more than three regular recitations a day.

7th. The average length of recitation periods in all high school grades shall not be less than 45 minutes.

8th. All pupils in high school grades must carry all the time not less than four academic subjects; provided, that some vocational, industrial, or elective subject may take the period of one subject.

9th. The building must have not less than eight ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library of books, each worth not less than \$200.

GENERAL.

Regulation 4. The State Board construes the legal meaning of the word teacher to be one legally licensed according to the certification laws of this State, regularly elected and contracted with by a County Board of Public Instruction, devoting his or her entire time to school work, and paid for services directly by warrant of the County Board of Public Instruction.

Regulation 5. The Standard Course of Study, or its equivalent with such modifications or additions by local school authorities as may be submitted to and approved by the State Board of Education, is the minimum requirements for graduation from any grade of high school.

SUGGESTED REGULATIONS.

Regulation 6. It is urgently recommended that the final annual examinations of all high school grades, after the school year 1914-15, be uniform throughout the State upon questions submitted by the State Inspector of High Schools, and that promotions and graduations be partly based upon these examinations.

Regulation 7. It is further recommended that all high school diplomas for the different Courses of Study and grades be uniform for that course or grade, be furnished by the State, and be signed by the Governor, the State Superintendent of Public Instruction, the Inspector of High Schools, one or all, and local school authorities.

Regulation 8. All past Regulations relating to high schools, adopted by the State Board of Education and in conflict with these eight Regulations, are hereby annulled.

The above were amended and re-adopted by the State Board of Education, March 5, 1915.

Attest:

STATE BOARD OF EDUCATION.

W. N. SHEATS,

Secretary and State Superintendent of Public Instruction.

STATE HIGH SCHOOL INSPECTOR.

Dr. John A. Thackston was the State High School Inspector when the above State regulations were adopted and continued in that position until the close of the period, June 30, 1916, for which this report is made. His report and classification of high schools for the biennium, ending June 30, 1914, was accepted and printed as a part of the Biennial Report of the State Superintendent for that period, though his classification of the accredited schools was claimed to have been mainly based upon the regulations of The Commission on Accredited Schools of the Southern States. This concession was granted because the regulations of the State Board of Education of the State of Florida had not been adopted and promulgated until a large part of his work of standardizing the high schools had been based upon data collected prior to the adoption by the State Board of Education of the State regulations.

High School Inspector Thackston was given notice that all future classifications of the high schools of Florida must be based upon the regulations of the State Board of Education, the only authority vested with power to prescribe such regulations for the State of Florida. The following was also printed on page 479 of the Biennial Report of the State Superintendent for the years 1913-1914:

"FUTURE CLASSIFICATIONS—HOW MADE.

All future classifications, including the one for the school Year 1914-15, will be made by the High School Inspector and the State Superintendent of Public Instruction jointly. No State recognition will be extended nor publication of the roster of the high schools will be made in a booklet or State Report, unless the classification is thus made.

The State Superintendent will send out exhaustive blanks calling for definite and full information of the schools on every requirement of the High School Regulations. The State Inspector of High Schools will gather his data on his visits to the schools. The two will meet in conference and compare their information and jointly classify the high schools."

THE STATE REGULATIONS APPARENTLY IGNORED.

Notwithstanding the above direct notice, when the High School Inspector's Report was filed for the two years ending June 30, 1916, which was some months after he had resigned the position, it was found that the Regulations of the State Board of Education of Florida had been apparently ignored in classifying and standardizing the high schools of the State.

It will be seen from his report, following in this Chapter, that the schools were not classified as Junior, Intermediate and Senior High Schools, as the Regulations require. The requirements of these Regulations in regard to the certification of high school principals and teachers were also ignored. This is said, because there are schools in his list classed as high schools where it is positively known that the principals are not graduates of standard colleges, and held no certificates at all. Others held only first grade certificates, and there were principals of schools rated as Senior High Schools who held nothing but special certificates on only one or more subjects, and so on *ad infinitum*.

Though the State Regulations seem to have been ignored, the High School Inspector's Report for the past two years will be given space in this report, because it contains much valuable information about the schools, many of them really entitled to be classed as high schools, as well as many of the schools only claiming to be such and erroneously so rated. Such information as he gives could not now be obtained from any other source than from the High School Inspector's Report.

HIS CLASSIFICATION OF THE HIGH SCHOOLS REJECTED.

While this report is given space in this Chapter, and is printed just as submitted, it must be expressly understood that his *classification of the high schools is re-*

jected in toto. In justice to the State Board of Education, his classification of high schools could not be accepted as standard in Florida.

PRESENT HIGH SCHOOL INSPECTOR

Professor W. S. Cawthon, of the Educational Department of the State University at Gainesville, is now the High School Inspector of the State. He began his duties some time in September, 1916, which date is outside of the period for which this report is made. He visited nearly every school in the State claiming to do high school work and collected data for standardizing the high schools.

In the meantime blanks were sent out from the State Department of Education calling for a report and exhaustive information in regard to each school.

In compliance with the plan outlined in the report of 1914, and quoted above, Professor W. S. Cawthon, the High School Inspector, and the State Superintendent, met in the office of the latter and jointly classified the schools of the State under the Regulations of the State Board of Education. This classification was made as of January 1, 1917. The following, then, is published as the present authoritative standard high school list of the State, and no other classification will be recognized in Florida.

STANDARD JUNIOR HIGH SCHOOLS.

<i>Name of School.</i>	<i>Town.</i>	<i>County.</i>	<i>Principal.</i>
Bay County,	Lynn Haven,	Bay.	Miss Christion McDonald.
Millville,	Millville,	Bay.	Miss Alice Strickland.
Panama City,	Panama City,	Bay.	Mrs. J. R. Clyde.
St. Andrews,	St. Andrews,	Bay.	R. L. Hosford.
Cocoa,	Cocoa,	Brevard.	R. L. French.
Melbourne,	Melbourne,	Brevard.	Walter W. Gay.
Nocatee,	Nocatee,	DeSoto.	B. H. Gault.
Sebring,	Sebring,	DeSoto.	Chas. E. Bickley.
Hamilton County,	Jasper,	Hamilton.	J. M. Guilliams.
Bonifay,	Bonifay,	Holmes.	E. D. Durell.
Jackson County,	Marianna,	Jackson.	W. N. Henderson.
Monticello,	Monticello,	Jefferson.	A. Covert.
Mayo,	Mayo,	LaFayette.	T. P. Maynard.
Apopka,	Apopka,	Orange.	W. H. Stephens.
Oakland-Winter Garden,	Tildenville,	Orange.	J. S. Kirton.
Stuart,	Boynton,	Palm Beach.	R. P. Terry.
Boynton,	Stuart,	Palm Beach.	Jos. A. Youngblood.
Santa Rosa County,	Milton,	Santa Rosa.	A. D. Kean.
DeLand,	DeLand,	Volusia.	Mrs. Maude Barron.
Chipley,	Chipley,	Washington.	Wm. O. Rencher.

STANDARD INTERMEDIATE HIGH SCHOOLS.

<i>Name of School.</i>	<i>Town.</i>	<i>County.</i>	<i>Principal.</i>
Citrus County, Chapman, Zephyrhills, Taylor County,	Inverness, Apalachicola, Zephyrhills, Perry,	Citrus. Franklin. Pasco. Taylor.	G. H. Williams. Mrs. F. N. Clayton. M. J. Oberlund. A. E. Riley.

STANDARD SENIOR HIGH SCHOOLS.

<i>Name of School.</i>	<i>Town</i>	<i>County.</i>	<i>Principal.</i>
Ft. Lauderdale, Lake City, DeSoto County, Wauchula, Gadsden County, Monroe County, Orlando, Ft. Meade, Lakeland, Mulberry, Winter Haven, Putnam County, St. Lucie County, Walton County,	Ft. Lauderdale, Lake City, Arcadia, Wauchula, Quincy, Key West, Orlando, Ft. Meade, Lakeland, Mulberry, Winter Haven, Palatka, Ft. Pierce, DeFuniak Springs,	Broward. Columbia. DeSoto. DeSoto. Gadsden. Monroe. Orange. Polk. Polk. Polk. Polk. Putnam. St. Lucie. Walton.	H. C. Gillispie. A. B. Connor. Geo. M. Lynch. D. B. Shaver. E. W. McMullen. G. E. McKay. J. W. Simmons. J. V. Chapman. Chas. M. Jones. C. S. Cox. C. E. Kinsinger. M. Percy Geiger. Miss Inza O. Helseth. J. F. Hatcher.

SCHOOLS POSSESSING MERIT, BUT FAILING TO OBSERVE STATE REGULATIONS.

In this long list of Non-Standard schools are many which, while failing to meet the requirements which would have entitled them to be classed as Standard High Schools, approached very near the mark, while there are others which were far from it.

It is unfortunate that many of the best schools in the State, possessing high merit, fell short in complying with some of the regulations and thereby were precluded from being rated as Standard High Schools, especially where those in charge made faithful efforts to meet all the requirements, but failed in one or more of the important essentials. It is a just retribution upon others, that they fall into the unrecognized class for their flagrant ignoring of the State Regulations.

There was but one defensible thing to do, and that was to treat them all alike; and firmly impress upon all that the regulations must be observed or the penalty is sure—the only way to maintain respect for law is to execute it.

The particular requirements, one or more, wherein each of these schools in this list failed to come up to the standard will not be given, but it is safe to say that the larger proportion of them are placed in this class for the reason the principal or teachers failed or refused to qualify themselves with such certificates as the regulations prescribe.

There may be a few other schools in the State which might have been placed upon this list, or perhaps on the list of Standard Schools, but which do not appear on either list, because of their failure to make any report as required by the regulations, although report blank forms were sent to them at the proper time.

LIST OF NON-STANDARD SCHOOLS OF MERIT.

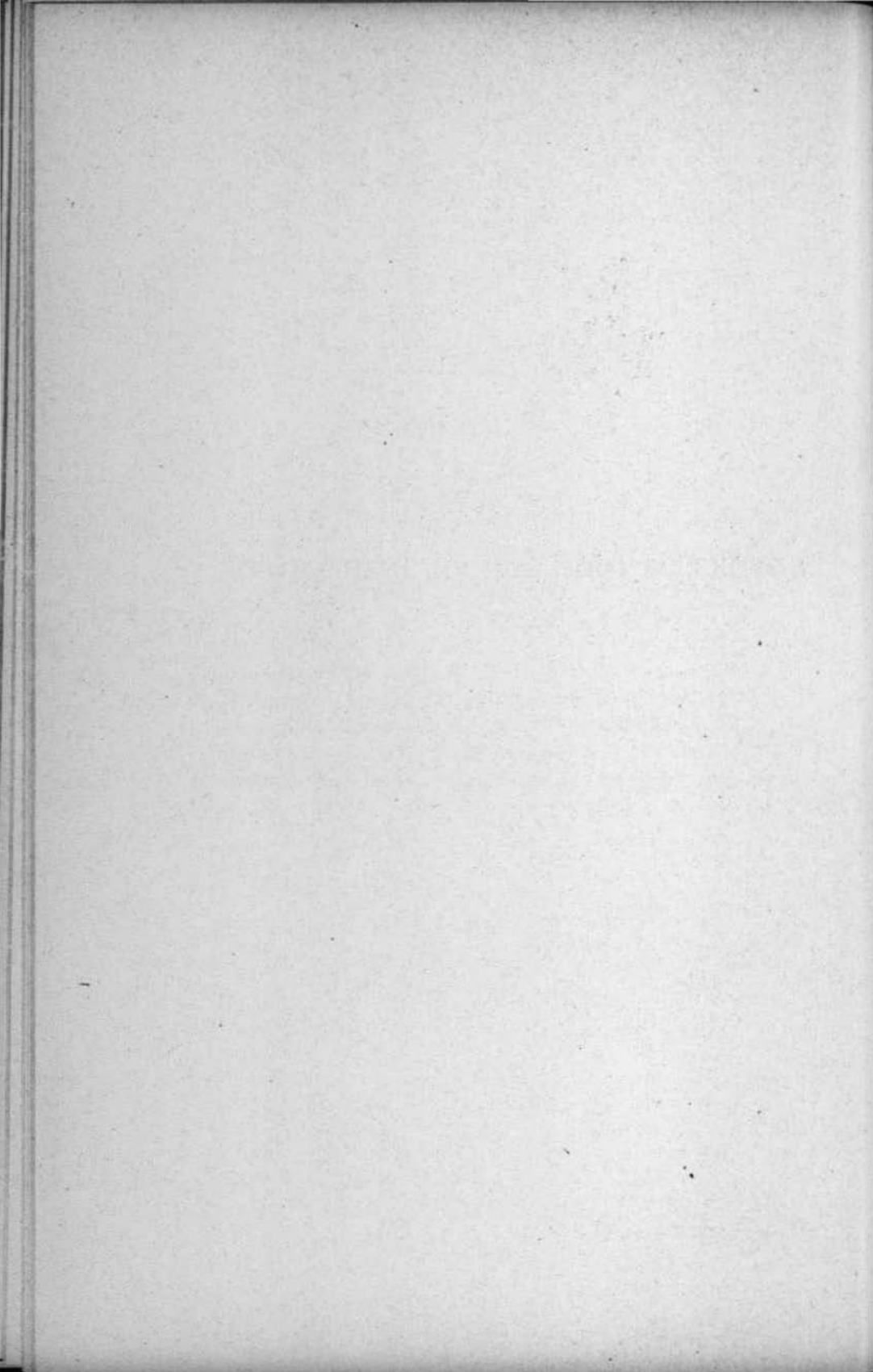
<i>Name of School.</i>	<i>Town.</i>	<i>County.</i>	<i>Principal.</i>	<i>Student Sought.</i>
Gainesville,	Gainesville,	Alachua.	F. W. Bucholz,	Senior.
Waldo,	Waldo,	Alachua.	C. G. Campbell,	Intermediate.
Trenton,	Trenton,	Alachua.	J. N. Overhultz,	Intermediate.
High Springs,	High Springs,	Alachua.	C. N. Carnes,	Junior.
Newberry,	Newberry,	Alachua.	J. H. Wardroper,	Junior.
Lake Butler,	Lake Butler,	Bradford.	S. A. Draper,	Intermediate.
Lawtey,	Lawtey,	Bradford.	R. H. Terry,	Junior.
Titusville,	Titusville,	Brevard.	T. J. Poppell,	Senior.
Green Cove Springs,	Green Cove Springs,	Clay.	T. J. McBeath,	Junior.
Floral City,	Floral City,	Citrus,	J. D. McFerron.	Junior.
Miami,	Miami,	Dade.	J. H. Workman,	Senior.
Ojus,	Ojus,	Dade.	R. F. Howell,	Junior.
Punta Govda,	Putna Gorda,	DeSoto.	W. E. Bell,	Senior.
Aron Park,	Avon Park,	Desoto.	A. J. Gross,	Intermediate.
Duval,	Jacksonville,	Duval.	R. B. Rutherford,	Senior.
Pensacola,	Pensacola,	Escambia.	Ross Rogers,	Senior.
Gretna,	Gretna,	Gadsden.	R. L. Lovell,	Junior.
Greensboro,	Greensboro,	Gadsden.	Wm. B. Bishop,	Junior.
Brookville,	Brookville,	Hernando.	I. T. Pierson,	Senior.
Hillsborough County,	Tampa,	Hillsborough.	E. L. Robinson,	Senior.
Plant City,	Plant City,	Hillsborough.	S. L. Woodward,	Senior.
George Washington,	Tampa,	Hillsborough.	D. M. Cook,	Junior.
Woodrow Wilson,	Tampa,	Hillsborough.	Robt. M. Ray,	Junior.
Leesburg,	Leesburg,	Lake.	F. D. Groves,	Accredited.
Eustis,	Eustis,	Lake.	Roy B. Bowers.	Senior.

LIST OF NON-STANDARD SCHOOLS OF MERIT—Continued.

<i>Name of School.</i>	<i>Town.</i>	<i>County.</i>	<i>Principal.</i>	<i>Student Sought.</i>
Tavares,	Tavares,	Lake.	Thos. B. Kirk,	Junior.
Gwynne,	Ft. Myers,	Lee.	R. M. Sealey,	Senior.
Alva,	Alva,	Lee.	U. P. Davis,	Junior.
Leon County,	Tallahassee,	Leon.	B. B. Lane,	Senior.
Williston,	Williston,	Levy.	E. L. Beeson,	Junior.
Manatee County,	Bradentown,	Manatee.	W. E. Sawyer,	Senior.
Sarasota,	Sarasota,	Manatee.	T. W. Yarbrough,	Senior.
Ocala,	Ocala,	Marion.	W. H. Cassels,	Senior.
Dunnellon,	Dunnellon,	Marion.	Chas. F. Morrison,	Junior.
Fernandina,	Fernandina,	Nassau.	W. H. Russell,	Senior.
Oviedo,	Oviedo,	Orange.	A. L. Hatch,	Junior.
Osceola County,	Kissimmee,	Osceola.	R. M. Evans,	Senior.
St. Cloud,	St. Cloud,	Osceola.	R. R. Riley,	Senior.
Palm Beach,	Dade City,	Pasco.	R. W. BanBrunt,	Senior.
Pasco County,	West Palm Beach.	Palm Beach.	I. I. Hines,	Senior.
St. Petersburg,	St. Petersburg.	Pinellas.	J. N. Sleight,	Senior.
Clearwater,	Clearwater,	Pinellas.	J. I. Reese,	Senior.
Tarpon Springs,	Tarpon Springs,	Pinellas.	H. O. Portz,	_____
Largo,	Largo,	Pinellas.	L. R. Highfill,	_____
St. Augustine,	St. Augustine.	St. Johns.	W. E. Knibloe,	Senior.
Sanford,	Sanford,	Seminole.	B. F. Ezell,	Senior.
Wildwood,	Wildwood,	Sumter.	T. E. McCall,	Junior.
Daytona,	Daytona,	Volusia.	H. Clay Marks,	Senior.
New Smyrna,	New Smyrna,	Volusia.	Geo. W. Marks,	Senior.
Seabreeze,	Seabreeze,	Volusia.	Homer E. Wakefield,	Senior.

REPORT OF HIGH SCHOOL INSPECTOR.

The following is the report of Dr. Jno. A. Thackston, State High School Inspector, for the period, beginning July 1, 1914, and ending June 30, 1916, which is published for the information of the public. The classification of schools contained therein, is not approved and recognized for the reasons previously given in this Chapter.



Letter of Transmittal.

Gainesville, Fla., Dec. 1, 1916.

Hon. W. N. Sheats,

State Superintendent of Public Instruction,
Tallahassee, Florida.

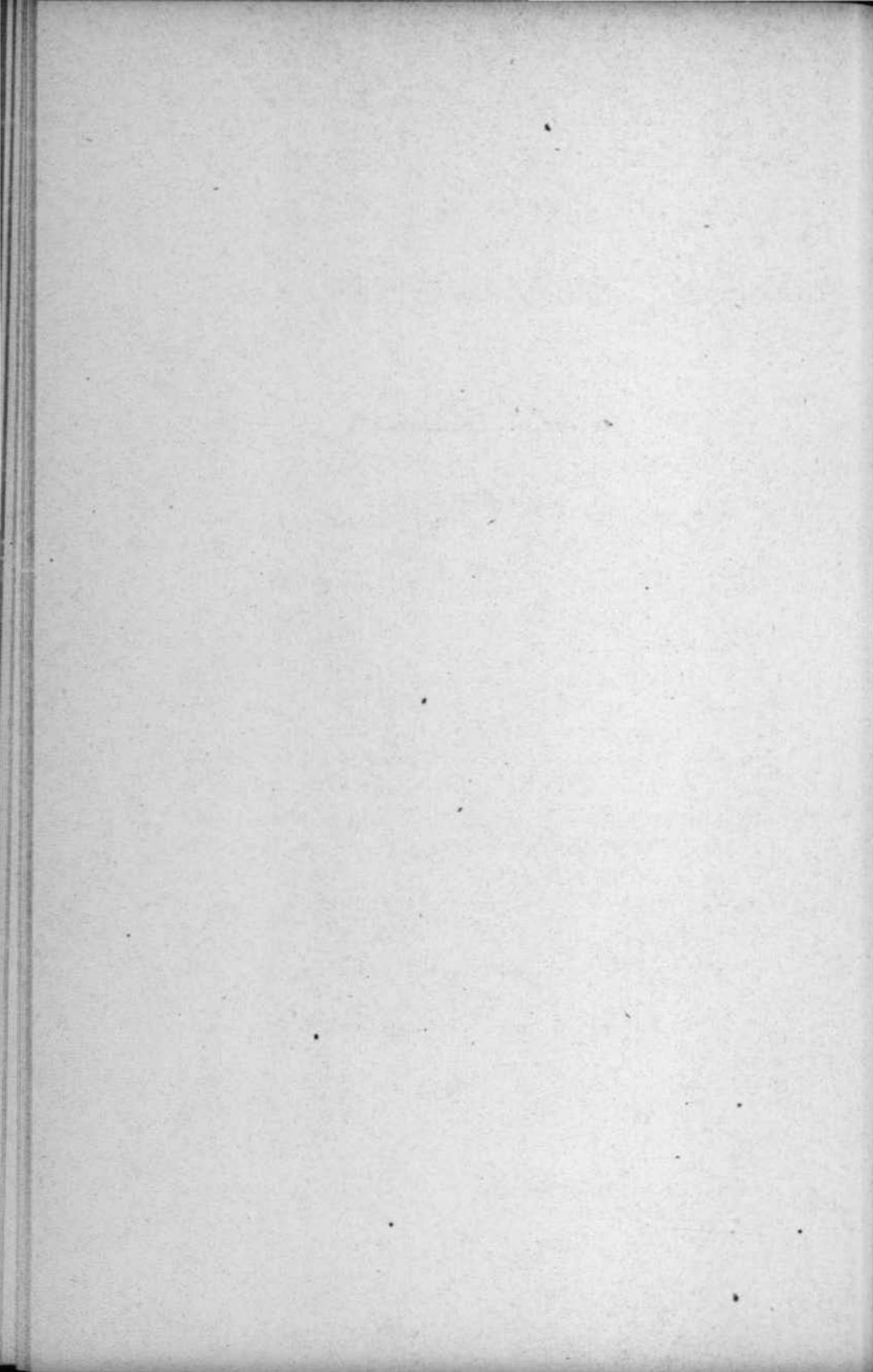
My Dear Sir:

I have the honor to submit herewith my third Biennial Report of the Public High Schools of the State of Florida. Complying with your request, I have made it very brief. This necessitated my leaving out much interesting and helpful data. I trust, however, that sufficient details are included to give to the public a general insight into the high school situation of the State.

Yours truly,

JOHN A. THACKSTON,

State High School Inspector.



General Conditions From 1909 to 1916.

TOTAL NUMBER PUPILS.

1909-10	1910-11	1911-12	1912-13	1913-14	1914-15	1915-16
3,034	3,235	3,685	4,264	4,874	5,149	6,339

NUMBER OF TEACHERS.

Year.	Men.	Women.	Whole Time.	Part Time.	Total.	College Graduates.
1909-10	...	...	...	..	195	...
1910-11	89	111	152	48	200	96
1911-12	107	119	178	48	226	111
1912-13	113	147	207	53	260	135
1913-14	126	180	245	61	306	173
1914-15	157	192	294	55	345	212
1915-16	176	211	335	52	387	275

TOTAL NUMBER OF SCHOOLS.

1909-10	1910-11	1911-12	1912-13	1913-14	1914-15	1915-16
84	73	85	82	87	97	103

Each year higher standards are used. Some weak schools fall out, while better ones take their places. So the number of schools are not indicative of the great progress being made. *Better* high schools, not *more* high schools, is the motto for the State.

NUMBER OF HIGH SCHOOLS SHOWING KIND.

Year.	2-Year Schools.	3-Year Schools.	4-Year* Schools.	4-Year** Schools.	Total. Total.
1909-10	39	10	..	..	84
1910-11	21	9	14	29	73
1911-12	25	10	18	30	83
1912-13	25	8	17	32	82
1913-14	23	11	14	39	87
1914-15	22	12	12	51	97
1915-16	23	16	11	54	104

*With less than three teachers.

**With three or more teachers.

TOTAL OF ALL HIGH SCHOOL SALARIES.

1912-13	\$195,116
1913-14	258,497
1915-16	317,747

TOTAL SALARIES OF PRINCIPALS AND AVERAGES.

Year.	Total Salaries.	Averages.
1910-11.....	\$77,400	\$1,060
1911-12.....	87,830	1,058
1912-13.....	96,410	1,175
1913-14.....	98,365	1,130
1915-16.....	114,642	1,113

VALUE OF HIGH SCHOOL PROPERTY.

1910-11.	1911-12.	1912-13.	1913-14	1915-16
\$935,626	\$1,350,393	\$1,666,100	\$1,893,400	\$3,475,705

VALUE OF HIGH SCHOOL LABORATORY EQUIPMENT.

1910-11.	1911-12.	1912-13.	1913-14.	1915-16.
\$13,396	\$24,185	\$33,712	\$37,054	\$82,100

VOLUMES IN LIBRARIES.

1910-11.	1911-12.	1912-13.	1913-14	1915-16.
13,470	20,658	17,743	19,623	25,097

The apparent falling off in books for 1912-13 and 1913-14 is caused by the fact that many of the books for grade pupils were counted for 1910-11 and 1911-12.

Great improvement has been made in strictly high school libraries in the last two years.

HIGH SCHOOL PUPILS.

NUMBER OF PUPILS IN DIFFERENT YEARS.

Year.	1st Year.	2nd Year.	3rd Year.	4th Year.	Total.
1909-10	1,412	826	436	360	3,034
1910-11	1,494	927	489	325	3,235
1911-12	1,738	1,015	572	390	3,685
1912-13	1,883	1,254	669	458	4,264
1913-14	2,110	1,363	846	552	4,871
1915-16	2,370	1,663	1,127	778	6,339

It is certainly gratifying to be able to report the great increase in enrollment as above indicated. These figures tell us many interesting things. In the first place they tell us that the enrollment—

for 1910-11 increased 7% over 1909-10
 for 1911-12 increased 14% over 1910-11
 for 1912-13 increased 14% over 1911-11
 for 1913-14 increased 15% over 1912-13
 for 1915-16 increased 30% over 1913-14

The increase for the past two years was fourteen hundred and sixty-eight.

2nd. These total enrollments do not include several hundred high school pupils who are attending private schools, academies and high schools connected with our colleges and small public high schools. These small public schools are not listed above on account of their failure to employ sufficient teaching force and supply proper equipment to enable them to receive recognition as high schools.

3rd. The yearly increased enrollment shows the interest that the State is taking in high school education. This is especially encouraging to those who are laboring toward upbuilding the high school system of Florida. The State, as a whole, no longer feels that an elementary education is sufficient for this present generation. It realizes that every boy and girl should have at least the training that may be had in our public schools.

4th. We see from these figures that 39% of all the pupils for 1915-16 were in the first year, 29% in the second, 19% in the third, and 13% in the fourth. This is not as good as it should be. Too few pupils go through the high school, but it is better than it was two years ago, when it was thus: 43% of all pupils in the first year, 28% in the second, 18% in the third and 11% in the fourth. This shows quite an improvement.

5th. Of the total enrollment for 1915-16, 45% are boys

and 55% girls. This shows a decrease among the boys. As I urged in a former report, I here urge again the need of more practical courses, more men teachers and more manly sports in our high schools. These things will help the school get the boy and hold him. The above increase verifies the truth of this statement.

6th. Looked at from another angle, we see that Florida hasn't nearly the high school enrollment that it should have. With approximately 300,000 white children in the State, we should have at least 15,000 in the public high schools today.

7th. The great majority of all our high school pupils drop out before they reach the fourth year of the school. Most of those who drop out either feel that they must quit school and enter upon life or else they feel an indifference toward the high school and are glad to get out of it. Many, however, quit the public high schools because of the call (and promise?) of other schools (colleges?). In some places high school principals and county superintendents have told me that their high school pupils from the ninth to the twelfth grades were being carried out, almost bodily, into these schools. Whole grades would be so broken by these outside and annoying forces that the schools would not have more than two or three grades in them, when by rights—the rights of the child and his parents and righteousness—they should have four grades. The colleges, if they be such, that do this kind of mischief, for it is nothing better, should realize that they are injuring themselves and are doing a great injustice to childhood by dragging it away from home and parents, under whose roof it should live as long as possible, when it is of tender years and should be with father and mother in the school at home.

NUMBER OF HIGH SCHOOL PUPILS IN EACH COUNTY—(1915-1916.)

County.	No. Pupils.			County.	No. Pupils.		
	B.	G.	T.		B.	G.	T.
Alachua	123	160	283	Levy	...	...	...
Baker	...	...	...	Liberty	...	...	...
Bay	22	23	45	Madison	18	31	49
Bradford	56	50	106	Manatee	106	127	233
Brevard	38	86	124	Marion	61	82	143
Broward	39	38	77	Monroe	12	8	20
Calhoun	...	...	...	Nassau	4	6	10
Citrus	...	...	...	Okaloosa	...	...	...
Clay	16	16	32	Orange	61	112	173
Columbia	44	45	89	Osceola	53	68	121
Dade	132	145	277	Palm Beach..	71	88	159
DeSoto	122	201	323	Pasco	57	55	112
Duval	314	262	576	Pinellas	159	297	456
Escambia	115	215	330	Polk	205	244	449
Franklin	16	38	54	Putnam	31	28	59
Gadsden	48	58	106	St. Johns	50	50	100
Hamilton	32	41	73	St. Lucie	49	74	123
Hernando	29	34	63	Santa Rosa..	16	13	29
Hillsboro	200	293	493	Seminole	41	71	112
Holmes	8	11	19	Sumter	16	11	27
Jackson	33	41	74	Suwannee	38	50	88
Jefferson	21	23	44	Taylor	35	34	69
Lafayette	8	9	17	Volusia	43	85	128
Lake	39	67	106	Wakulla	...	...	...
Lee	48	71	119	Walton	25	39	64
Leon	40	40	80	Washington ..	22	31	53
Total Pupils					2878	3461	*6339

* This number does not include the 200 or more pupils in the ninth grade of the two Junior High Schools in Tampa. To add these, Hillsboro would have about 700 high school pupils, while the State would have 6,539 at least. Of course, this addition should be made.

This table shows us how the 6,339 high school pupils are distributed over the State in the different counties. Baker, Calhoun, Citrus, Levy, Liberty, Okaloosa and Wakulla do not have high schools such as this report lists.

Two years ago Bay, Holmes, Santa Rosa and Taylor were included in this list, but we are happy to say that these counties now have recorded high schools.

Calhoun County should have a good two-year or three-year school at Blountstown and a more modern agricultural high school in the fine agricultural community 'round about Altha or Wewahitcha.

In Citrus County there are two high schools. At Inverness and Floral City there are irregular four-year high schools, with one teacher full time and one part time in each school. These schools are not included in the body of the report for 1915-16, because their school year is only twenty-eight (28) weeks. This short term should be lengthened to at least thirty-two (32) weeks as soon as possible.

For some cause Levy does not present a standard high school this year. Next year there should be one at Cedar Key and one at Williston.

Liberty does not this year report a high school at Bristol, as has been its custom. Term too short to have the school placed on this list.

Okaloosa expects to have high school in operation in a short time. Next report should record one for that county.

Wakulla County should have in its most thickly settled and best farming community an agricultural high school.

NUMBER OF HIGH SCHOOLS IN EACH COUNTY.

Counties					Counties.				
	A.	B.	C.	D.		A.	B.	C.	D.
Alachua	1	...	3	4	Levy	...	...	...	...
Bay	...	...	...	...	Liberty	...	...	...	...
Baker	...	...	...	3	Madison	1	...	...	...
Brevard	2	...	...	1	Manatee	3	...	...	1
Bradford	...	3	1	...	Marion	2	...	1	...
Broward	1	...	...	...	Monroe	1	...	...	...
Calhoun	...	...	...	...	Nassau	...	1	...	...
Citrus	...	...	...	...	Okaloosa	...	...	...	...
Clay	...	1	...	...	Orange	1	...	3	...
Columbia	1	...	...	...	Osceola	2	...	...	...
Dade	1	...	2	...	Palm Beach ..	2	1	...	1
DeSoto	3	...	...	4	Pasco	2	...	...	...
Duval	1	...	...	...	Pinellas	4	...	...	...
Escambia	1	1	...	...	Polk	5	...	...	...
Franklin	1	...	...	1	Putnam	1	...	...	...
Gadsden	1	...	...	2	St. Johns	1	...	...	...
Hamilton	1	...	...	1	St. Lucie	1	...	1	...
Hernando	1	...	...	...	Santa Rosa	...	...	1	...
Hillsboro	2	...	...	...	Seminole	1	...	...	...
Holmes	...	...	...	1	Sumter	...	1	...	...
Jackson	1	1	...	...	Suwannee	1	...	...	...
Jefferson	...	1	...	...	Taylor	...	...	...	1
Lafayette	...	...	1	...	Volusia	3	...	...	1
Lake	2	...	1	...	Wakulla	...	...	...	...
Lee	1	...	1	1	Walton	1	...	...	1
Leon	1	...	...	...	Washington ..	...	...	1	...

- (a) Four-year High Schools with three or more teachers 54
- (b) Four-year High Schools, with less than three teachers 11
- (c) Three-year High Schools 16
- (d) Two-year High Schools 23

Total High Schools in the State..... 104

Every county in Florida should have a full standard Senior High School, as recently defined by the State Board. At present there are eighteen (18) counties in the State that do not have such high schools. In other words, 34 per cent of our counties do not have them.

Thirteen counties do not have schools with classes above the third year. Three counties have two-year schools for their boys and girls. Seven counties (six excluding Citrus) do not have high schools recorded in this report.

If counties can not or will not provide proper high school facilities for their children, the State should step in and do it for them. Every boy and girl in Florida is entitled to the opportunities of a high school education, and they should be provided for them. Other States are giving money for high school education. Why doesn't Florida do the same?

During the past two years the roll of our high schools has changed much. When the last report was written there were twenty-four two-year schools, ten three-year schools, fourteen four-year irregular schools and thirty-nine four-year Senior High Schools. This year we find twenty-three two-year schools, sixteen three-year schools eleven four-year irregular schools and fifty-four full four-year senior schools. This, you will note, is quite an increase in the number of full four-year schools and a decrease in all but one of the other kinds. This is a wholesome sign of educational progress.

In looking over the roll of schools, we find many new ones and fail to find several that were reported two years ago. The new ones are::

- | | |
|--------------------|------------------|
| 1. Alva. | 13. LaBelle. |
| 2. Avon Park. | 14. Lawtey. |
| 3. Bonifay. | 15. Millville. |
| 4. Citra. | 16. Milton. |
| 5. Cocoanut Grove. | 17. Nocatee. |
| 6. Eau Gallie. | 18. Ormond. |
| 7. Fellsmere. | 19. Perry. |
| 8. Freeport. | 20. Panama City. |
| 9. Greensboro. | 21. Sebring. |

- | | |
|----------------|--------------------|
| 10. Gretna. | 22. Stuart. |
| 11. Hawthorne. | 23. White Springs. |
| 12. Homestead. | 24. Winter Park. |

The ones left out are:

- | | |
|---------------|---------------|
| 1. Aucilla. | 4. DeLand. |
| 8. Bethel. | 5. Greenwood. |
| 3. Bristol. | 6. Hastings. |
| 7. Williston. | |

Besides the above new schools, I must commend the many schools that have taken such forward steps during the last two years. The progress along this line has been wonderful and altogether praiseworthy. Fifteen schools have been added to the list of standard high schools as reported two years ago, making fifty-four (54) instead of thirty-nine (39). This is fine. Five schools that two years ago were listed among the three-year schools have advanced one year and are now four-year schools. In the same way eight two-year schools have moved up to the three-year standard. All of this shows great progress and much credit is due the county superintendents, high school principals and teachers and communities for this evident interest in high school education. Those of us who have had part in this significant awakening in high school development should feel proud of the record. At this rate, it will not be long before every boy and girl in Florida will have an opportunity to attend high school. That that day may hasten is my great desire.

There are several schools throughout the State that are doing first year, or ninth grade work. All of these schools are left out. There are a few others, with from one to three teachers, or four in all from the first grade to, perhaps the twelfth, that are attempting to do high school work. These are also left out of this report,—and should be left out, or wiped out of the State, or be required to leave off all attempts at high school work.

It is a shame and a sham for a little two, three, four-teacher school to attempt what some few of them do in certain counties. Some such schools exist in Florida. They call themselves Senior High schools; attempt twelve grades of work; have Commencements and Graduations and grant DIPLOMAS signed by the local and county school officials. What a shame! Such schools often times lead children and the whole community to believe that the child is being given a high school course and is being educated. Both claims are false. The community and the children are being fooled and their public school funds are being wasted. The children are losing their valuable time and will some day realise that their so-called high school has played them untrue and has taught them falsehoods.

TEACHER TRAINING IN HIGH SCHOOLS.

After five years of pleading and arguing for a law that would enable high schools to train rural school teachers, I am happy to be able to report that such a law was passed in 1915. It went into effect in June 1915, and, so far as it has been given a fair chance, I am informed that it has been a success. The course of study and regulations as made out by the State Board of Education appeared so late that but few schools were able to introduce the department during the past session. One of the most satisfactory and helpful departments was carried on at Arcadia in the DeSoto County High School. Here a well qualified teacher was put in charge and the course of study was adapted to suit the conditions in that county and community. No high school student was allowed to take this teacher-training course unless he or she had finished the tenth grade of the regular high school course. This a wise requirement. Along with this work the student had to carry certain required regular high school studies. The work as given indi-

cated that the directors had planned to train the teacher-students for real, intelligent teaching the rural schools. This school was therefore carrying out the directions and meaning of the Teacher-Training Bill. The Bill or Act was not passed for the purpose of preparing pupils to take examinations for a certificate. Its main supporters throughout the State and at the Legislature aimed to have enacted a law that would rid Florida of this pernicious practice and help place the teachers' work on an educational and professional basis. Their primary aim was to help Florida's children in the way of giving them better teachers, and not in the way of giving the State more certificate holders. If this worthy and high aim is not attained through this law, our next Legislature should repeal it.

HIGH SCHOOL INSPECTION

In going about from school to school during the last two years, I find that I have traveled from 45,000 to 50,000 miles on the train. Besides this, I have gone hundreds of miles, perhaps thousands, of miles in automobiles, buggies and boats. Florida is a big State and her distances are great, and some of her railroads are not of the best. So, taken all together, to make the trips that I have made in the time that I have made them is a considerable burden and requires early and late hours.

During the past two years I have visited and inspected almost every high school in the State. Where I did not go, I wrote letters and made many inquiries, so was thoroughly conversant with all the conditions and progress in each school. To many schools I have made five or six trips during this time, while to others I have gone one or two times. Where I found that I could do the greatest good, there I visited the most often. This has been my policy since I began this work five and a half years ago. Wherever I have gone the high school

people and County Superintendents have shown me great kindness. I have been cordially welcomed into every school that I have visited and have been urged to return again. I always find high school principals and teachers ready and willing to talk over their problems with me and to listen in the most kindly way to any suggestions or criticisms that I might make on their school. At all times I try to be perfectly frank in my criticisms and suggestions. This the teachers seem to appreciate, and when they think my suggestions worthy, they accept them. All of our principals and teachers are anxious to advance their schools and their own individual work. I have yet to find one who is not desirous of having the best for his school. Altogether they are an earnest and faithful body of men and women and are doing much to upbuild the future citizenship of Florida.

Besides visiting schools, I carry on quite an extensive correspondence with the high school people of the State. Each year I send out hundreds of letters in the interest of high school education in Florida. I consider this part of my work important. In addition to this I make written monthly reports of my work to the State Superintendent of Public Instruction and the University of Florida, and send copies of same to the General Education Board.

HIGH SCHOOL LITERARY SOCIETIES.

Many high schools in the State have their students organized into debating and literary societies. Some schools make this work compulsory on all students, others make it optional. The societies meet from two to four times per month and carry out a regular program, which consists of debates, declamations, reading, music, etc. I have had the privilege of attending a few of these society meetings, and was much pleased with them. They impressed me as necessary parts of all high schools. Every high school in the State should conduct one or more of them.

There is nothing else in the school that can take their very important place. The hour spent in the meetings is worth as much to the students as any other hour of the school day. In fact, I believe that a good debating society that meets once per week gives as much good training to the pupils as any one of the regular academic studies he takes.

HIGH SCHOOL MAGAZINES.

Several of our larger high schools are now publishing monthly magazines. The general direction and supervision of these is usually in the hands of the English teacher, who makes it a part of the general literary training of all high school pupils. From inquiry of those who have such magazines, I learn that they are very helpful. They stimulate an interest in literary life and activities that nothing else can reach. I most certainly commend the efforts of the pupils and teachers of the schools that put out magazines; many of them are splendid. I take this opportunity to express my thanks to those schools who so kindly keep the name of the High School Inspector on their permanent mailing list.

HIGH SCHOOL ANNUALS.

The issuing of Annuals by the graduating classes of our high schools is a new movement among most of the schools, and I desire to encourage it. During this past spring several attractive Annuals were issued. Many of them would do credit to a college. The graduates and their friends were enthusiastic over them. In them appears some of the best literary efforts of the past year, while local and personal interests are not neglected. Thus we have in one volume many of the things that will be treasured by the class in all future days. For copies of several of these Annuals the High School Inspector here extends thanks.

HIGH SCHOOL ATHLETICS.

• The interest in high school athletics has developed much during the past two years. Work for both boys and girls is receiving the attention of the teachers, principals and communities. Several of our larger schools have made it a point to employ teachers who properly could direct the athletics. These teachers have three or four academic recitations only a day and spend the remainder of their time in general athletic coaching and looking after the proper physical development of the pupils. This, to my mind, is a good start in the right direction. Among the smaller high schools there is to be found the same enthusiasm for athletics as with the larger schools. Principals and teachers tell me that properly directed athletic have a wholesome influence throughout the whole schools. They find that their question of discipline almost disappears; better recitations are given by the pupils; a more vigorous and robust body of students meets them day by day; the community as a whole takes more interest in the school, and in general everything goes better. If these are the results, and I believe they are, then no school should fail to encourage athletics.

To help along this whole athletic movement, many school men believe that the State should be organized into districts where the local schools could compete and thru these districts into a State organization to which the district winners could be sent for a final completion. This is a splendid idea and is at present receiving much attention by many high school principals.

During the past spring many inter-school contests took place. Football, baseball, basketball and tennis featured in most of these contests. Many splendid teams were sent out and great interest was shown wherever they played. Two very interesting district meets were held in southwest Florida at Brooksville and Tampa.

The greatest move toward bringing this State-wide in-

terest into effect is probably the State High School Meet held at the University of Florida during the springs of the last two years. These meets were held Friday and Saturday very near the first of April of each year. To the first one came something like seventy or eighty contestants, while to the one held this last spring there came more than one hundred. At these meets we had representatives from schools throughout the State. This year they came from Key West, Pensacola, Jacksonville, Tampa and Fort Myers, and almost all the schools that lie nearer Gainesville than these mentioned ones. The work consisted of field athletics and declamation contests. Tampa won with the most points to her credit. Ft. Myers had the star individual player, while Monticello furnished the winner in the declamation contest. By all means this meet should be kept up and pushed forward toward a most efficient goal. New features should be added each year and more prizes should be offered.

The greatest need in all school athletics is now being met. The team is receiving almost all the time and efforts of the school and the great majority of high school pupils are not being developed physically as they should be. To this side of the question, I most earnestly call the attention of all high school teachers and principals.

THE COMMISSION ON ACCREDITED SCHOOLS OF THE SOUTHERN STATES

The Commission on Accredited Schools of the Southern States, is made up of three representatives from each of the following thirteen States: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and West Virginia. The Florida Commission is composed of President Edward Conradi, of the Florida Women's College, Tallahassee; Prof. E. L. Robinson,

Principal of Hillsboro High School, Tampa, and John A. Thackston, State High School Inspector, University of Florida.

The main purpose of this commission is to standardize the Southern high schools. Up to the founding of this Commission, no organized attempt had been made to place the high schools of the South on an equal footing with each other and with those of the East, North and West. Every school was a standard unto itself and had no special ideals toward which it could work save those set by individual colleges and by its principle. This unorganized and confused condition necessarily caused much variance in the course of study and the meaning and significance of high school diplomas.

For the purpose of overcoming these great hindrances to proper high school development and for bringing the Southern high schools up to the best in the way of better courses of study, more efficient teachers, better buildings and equipment and general efficiency, the Commission adopted the following standards of accrediting: (1) No school shall be accredited which does not require for graduation the completion of a four-year high school course of study. (2) The minimum scholastic attainment of three-fourths of the high school teachers of academic subjects shall be equivalent to a graduation from a standard college. (3) The Commission will decline to consider any school whose teaching force consists of fewer than three teachers of academic subjects giving their full time to high school instruction. (4) The number of daily periods of class instruction given by a teacher shall not exceed six, and the Commission recommends that five would be better. (5) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. (6) And other details which may be had thru members of the Commission.

Annually each State Commission presents applications

for accrediting from the high schools in each State These applications are carefully examined by the Commission and are accepted or rejected on the merits of each school according to the above regulation. The standards are rigidly followed by the Commission and all schools are rejected that do not fully meet them.

Lists of these schools that are accredited are published annually and are distributed thruout the United States among the colleges, universities, high schools, and State Departments of Education. The schools of these lists are recognized by school authorities thruout the United States as the standard high schools and academies of the South, and all graduates from these schools receive full credit in our leading colleges and universities for all work represented by their diplomas. In other words these lists constitute the honor rolls of high schools and academies of the South.

HONOR ROLL OF HIGH SCHOOL.

The honor roll of Florida, which was made out last fall, consists of the following schools. In other words, these schools are on the Southern Accredited List—Look them over and let's strive to make the list longer next time.

<i>Location and Name of School.</i>	<i>Superintendent.</i>	<i>Principal.</i>
ARCADIA: DeSoto County High School....	J. O. Bickley	G. M. Lynch
BARTOW: Summerlin Institute	C. A. Parker	L. E. Bennett
BRADENTOWN: Manatee County High School...	W. M. Rowlett	H. C. Gillespie
BROOKSVILLE: Hernando County High School..	W. A. Thaxton	I. T. Pearson
CLEARWATER: High School	Dixie M. Hollins	J. I. Reese
DAYTONA: High School	C. R. M. Sheppard	H. C. Marks
DEFUNIAK SPRINGS: Palmer College Academy .....	.....	W. M. Kemper
EUSTIS: High School	W. T. Kennedy	Roy B. Bowers

<i>Location and Name of School.</i>	<i>Superintendent.</i>	<i>Principal.</i>
FORT LAUDERDALE: High School	J. M. Holding	Jas. S. Rickards
FORT MYERS: Gwynne High School.....	J. W. Sherrill	R. M. Sealey
GAINESVILLE: High School	J. L. Kelley	F. W. Buchholz
JACKSONVILLE: Florida Military Academy.....		Geo. W. Hulvey
KISSIMMEE: Osceola County High School....	C. E. Yowell	R. M. Evans
LAKE LAND: High School	C. A. Parker	C. M. Jones
LARGO: High School	Dixie M. Hollins	E. V. Sayers
LEESBURG: High School	W. T. Kennedy	F. D. Groves
LIVE OAK: Suwannee County High School..	J. W. O'Hara	T. R. Corr
MIAMI: High School	R. E. Hall	J. H. Workman
OCALA: High School	J. H. Brinson	W. H. Cassels
PENSACOLA: High School	A. S. Edwards	C. W. Coleman
PLANT CITY: High School	Marshall Moore	S. L. Woodward
PUNTA GORDA: High School	J. O. Bickley	W. E. Bell
QUINCY: Gadsden County High School..	Chas. H. Gray	E. W. McMullen
SANFORD: High School	D. L. Thrasher	B. F. Ezell
ST. PETERSBURG: High School	Dixie M. Hollins	Geo. N. Sleight
TALLAHASSEE: Leon High School.....	H. H. Isler	J. Knox Starling
TAMPA: Hillsborough County High School..	Marshall Moore	E. L. Robinson
TARPON SPRINGS: High School	Dixie M. Hollins	H. O. Portz
WAUCHULA: High School	J. O. Bickley	P. G. Shaver
WEST PALM BEACH: High School	H. W. Lewis	I. I. Hines

HIGH SCHOOL DIRECTORY—1914-1915.
FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS.

<i>Town.</i>	<i>County.</i>	<i>Name of School.</i>	<i>Principal.</i>
Apalachicola,	Franklin,	Chapman,	Mrs. F. N. Clayton.
Arcadia,	DeSoto,	DeSoto County.	J. A. Granberry.
Bartow,	Polk,	Summerlin Inst.	W. B. Stokes.
Bradentown,	Manatee,	Manatee County.	H. C. Gillespie.
Brooksville,	Hernando,	Hernando County.	I. J. Pearson.
Clearwater,	Pinellas,	Clearwater.	E. E. Heeter.
Dade City,	Pasco,	Pasco County.	P. W. Corr.
Daytona,	Volusia,	Volusia County.	Mabel T. Rogers.
DeFuniak Springs,	Walton,	Walton County.	M. L. Neal.
Delray,	Palm Beach,	Delray.	C. H. Lander.
Dunnellon,	Marion,	Dunnellon.	Isabel Stuart Mays.
Eustis,	Lake,	Eustis.	Theo. D. Culp.
Fort Lauderdale,	Dade,	Ft. Lauderdale.	James S. Rickards.
Fort Meade,	Polk,	Ft. Meade.	R. M. Dorsey.
Fort Myers,	Lee,	Gwynne High School.	R. M. Sealey.
Gainesville,	Alachua,	Gainesville.	F. W. Buchholz.
Jacksonville,	Duval,	Duval High School.	R. B. Rutherford.
Key West,	Monroe,	Harris High School.	M. P. Geiger.
Kissimmee,	Osceola,	Osceola High School.	R. M. Evans.
Lake Butler,	Bradford,	Lake Butler.	S. A. Draper.
Lake City,	Columbia,	Columbia H. S.	J. H. Fuls.
Lakeland,	Polk,	Lakeland Co. H. S.	Chas. M. Jones.
Largo,	Pinellas,	Largo.	E. V. Sayers.
Leesburg,	Lake,	Leesburg.	G. E. McKay.
Live Oak,	Suwannee,	Suwannee Co.	J. R. Monahan.
Madison,	Madison,	Madison Co.	W. B. Cate.

HIGH SCHOOL DIRECTORY—1914-1915.—Continued.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS.

<i>Town.</i>	<i>County.</i>	<i>Name of School.</i>	<i>Principal.</i>
Miami,	Dade,	Miami H. S.	J. H. Workman.
Mulberry,	Polk,	Mulberry.	C. S. Cox.
Ocala,	Marion,	Ocala H. S.	W. H. Cassels.
Orlando,	Orange,	Orlando H. S.	J. W. Simmons.
New Smyrna,	Volusia,	New Smyrna.	R. S. Blanton.
Palatka,	Putnam,	Putnam Co.	R. W. VanBrunt.
Palmetto,	Manatee,	Palmetto.	R. L. French.
Pensacola,	Escambia,	Pensacola H. S.	B. B. Lane.
Plant City,	Hillsboro,	Plant City.	S. L. Woodward.
Punta Gorda,	DeSoto,	Punta Gorda.	Eston W. Smith.
Quincy,	Gadsden,	Gadsden Co. H. S.	E. W. McMullen.
St. Augustine,	St. Johns,	St. Johns.	C. A. Keith.
St. Cloud,	Osceola,	St. Cloud.	Cora L. Main.
St. Petersburg,	Pinellas,	St. Petersburg.	George N. Sleight.
Sanford,	Seminole,	Sanford.	B. F. Ezell.
Sarasota,	Manatee,	Sarasota.	T. W. Yarborough.
Seabreeze,	Volusia,	(Seabreeze-Daytona (Beach)).	Homer E. Wakefield.
Starke,	Bradford.	Bradford Co.	A. D. Kean.
Tallahassee,	Leon,	Leon H. S.	A. K. Starling.
Tampa,	Hillsboro,	Hillsboro Co. H. S.	E. L. Robinson.
Tarpon Springs,	Pinellas,	Tarpon Springs.	M. W. Greene.
Wauchula,	DeSoto,	Wauchula.	D. B. Shaver.
West Palm Beach,	Palm Beach,	Palm Beach.	I. I. Himes.
Winter Haven,	Polk,	Winter Haven.	C. E. Kensinger.
Zephyrhills,	Pasco,	Zephyrhills.	.....

HIGH SCHOOL DIRECTORY—1914-1915.

FOUR-YEAR HIGH SCHOOLS WITH LESS THAN THREE TEACHERS.

<i>Town.</i>	<i>County.</i>	<i>Name of School.</i>	<i>Principal.</i>
Cocoa,	Brevard,	Cocoa.	.....
Crescent City,	Putnam,	Putnam Co.	John S. Wheatly.
Fernandina,	Nassau,	Fernandina.	.....
Fort Pierce,	St. Lucie,	St. Lucie.	W. E. Bell.
Graceville,	Jackson,	Graceville.	L. E. Bennett.
Jasper,	Hamilton,	Jasper.	T. J. McBeath.
Marianna,	Jackson,	Jackson.	A. E. Riley.
Melbourne,	Brevard,	Melbourne.	LeRoy D. Householder.
Monticello,	Jefferson,	Bethel.	A. C. McCall.
Green Cove Springs,	Clay,	Clay Co.	Chas. F. Morrison.
Titusville,	Brevard,	Titusville.	G. J. Grace.
Webster,	Sumter,	Sumter Co.	Glenn Terrell.

THREE-YEAR HIGH SCHOOLS REGARDLESS OF THE NUMBER OF TEACHERS.

Alva,	Lee,	Alva.	.....
Carrabelle,	Franklin,	Carrabelle.	E. R. Poppell.
Chipley,	Washington,	Chipley.	J. R. Ward.
Cocoanut Grove,	Dade,	Cocoanut Grove.	J. W. Asbury.
Fernandina,	Nassau,	Fernandina.	W. H. Russell.
Homestead,	Dade,	Homestead.	.....
Mayo,	Lafayette,	Mayo.	T. P. Maynard.
Micanopy,	Alachua,	Micanopy.	.....
Milton,	Santa Rosa,	Milton.	.....
Muscogee,	Escambia,	Muscogee.	Flora G. Cox.
Trenton,	Alachua,	Trenton.	G. H. Williams.
Williston,	Levy,	Williston.	A. L. Hatch.

DIRECTORY—1914-1915.

TWO-YEAR HIGH SCHOOLS WITH AT LEAST ONE TEACHER'S WHOLE TIME.

<i>Town.</i>	<i>County.</i>	<i>Name of School.</i>	<i>Principal.</i>
Alachua,	Alachua,	Alachua.	.....
Apopka,	Orange, -	Apopka.	E. W. Fly.
Archer,	Alachua,	Archer.	Mattie Hancock.
Bonifay,	Holmes,	Bonifay.	.....
Bowling Green,	DeSoto,	Bowling Green.	.....
Boynton,	Palm Beach,	Boynton.	Howard F. Pfahl.
DeLand,	Volusia,	DeLand.	H. Clay Marks.
Freeport,	Walton,	Freeport.	Sexton Johnson.
Greensboro,	Gadsden,	Greensboro.	Lola Farris Davis.
Hastings,	St. Johns,	Hastings.	E. H. Collier.
Hawthorne,	Alachua,	Alachua.	.....
High Springs,	Alachua,	High Springs.	.....
Lynn Haven,	Washington,	Lynn Haven.	L. H. Lovell.
Manatee,	Manatee,	Manatee.	W. H. Stephens.
Millville,	Bay,	Millville.	.....
Newberry,	Alachua,	Newberry.	E. F. Fender.
Ormond,	Volusia,	Ormond.	.....
Panama City,	Bay,	Panama City.	.....
Perry,	Taylor,	Perry.	.....
Umatilla,	Lake,	Umatilla.	Lafayette Golden.
Waldo,	Alachua,	Waldo.	C. G. Campbell.

HIGH SCHOOL DIRECTORY—(1915-1916.)

"FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS."

<i>Town.</i>	<i>County.</i>	<i>Name of School.</i>	<i>Principal.</i>
Apalachicola,	Franklin,	Chapman.	Mrs. F. N. Clayton.
Bartow,	Polk.	Summerlin Inst.	Mr. L. E. Bennett.
Bradentown,	Manatee,	Manatee Co. H. S.	H. C. Gillespie.
Brooksville,	Hernando,	Hernando Co.	I. J. Pearson.
Clearwater,	Pinellas,	Clearwater.	J. I. Reece.
Delray,	Palm Beach,	Delray.	C. H. Lander.
DeFuniak Springs,	Walton,	Walton Co.	J. F. Hatcher.
Dunnellon,	Marion,	Dunnellon.	Miss Isabel S. Mays.
Daytona,	Volusia,	Volusia.	H. C. Marks.
Dade City,	Pasco,	Pasco Co.	P. W. Corr.
Eustis,	Lake,	Eustis.	Roy B. Bowers.
Ft. Lauderdale,	Dade,	Ft. Lauderdale.	J. S. Rickards.
Ft. Meade.	Polk,	Ft. Meade.	J. V. Chapman.
Ft. Myers.	Lee,	A. D. Guinn Inst.	R. M. Sealey.
Ft. Pierce,	St. Lucie,	St. Lucie.	Miss Inga Ola Helseth.
Gainesville,	Alachua,	Gainesville.	F. W. Buchholz.
Graceville,	Jackson,	Graceville.	M. M. Morgan.
Jasper,	Hamilton,	Jasper.	J. M. Guilliams.
Jacksonville,	Duval,	Duval Co.	R. B. Rutherford.
Key West,	Monroe,	Dr. Harris.	G. E. McKay.
Kissimmee,	Osceola,	Osceola Co.	R. M. Evans.
Lake Butler,	Bradford,	Lake Butler.	S. A. Draper.
Lake City,	Columbia,	Co'umbia Co.	J. H. Fulks.
Lakeland,	Polk,	Lakeland.	Chas. M. Jones.

HIGH SCHOOL DIRECTORY (1915-1916)—Continued.

"FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS."

<i>Town.</i>	<i>County.</i>	<i>Name of School.</i>	<i>Principal.</i>
Live Oak,	Suwannee,	Suwannee Co.	T. R. Corr.
Largo,	Pinel'as,	Largo.	E. V. Sayers.
Leesburg,	Lake,	Leesburg.	F. D. Graves.
Madison,	Madison,	Madison Co.	W. B. Cate.
Marianna,	Jackson,	Jackson Co.	W. N. Henderson.
Miami,	Dade,	Miami.	J. H. Workman.
Mulberry,	Polk,	Mulberry.	C. S. Cox.
Ocala,	Marion,	Ocala.	W. H. Cassels.
Orlando,	Orange,	Orange Co.	J. W. Simmons.
New Smyrna,	Volusia,	New Smyrna.	R. L. Blanton.
Pa'atka,	Putnam,	Putnam Co.	R. W. Van Brunt.
Palmetto,	Manatee,	Palmetto.	R. L. French.
Plant City,	Hillsboro,	Plant City.	S. L. Woodward.
Punta Gorda,	DeSoto,	Punta Gorda.	W. E. Bell.
Pensacola,	Escambia,	Pensacola.	C. W. Coleman.
Quincy,	Gadsden,	Gadsden Co.	E. W. McMullen.
Sarasota,	Manatee,	Sarasota.	T. W. Yarborough.
Sanford,	Seminole,	Sanford.	B. F. Ezell.
		Daytona Beach-	
Seabreeze,	Volusia,	Seabreeze.	H. E. Wakefield.
Starke,	Bradford,	Bradford Co.	M. L. Neal.
St. Augustine,	St. Johns,	St. Augustine.	Dr. W. E. Knibloe.
St. Cloud,	Osceola,	St. Cloud.	R. M. Dorsey.
St. Petersburg,	Pinell'as,	St. Petersburg.	George N. Sleight.
Tallahassee,	Leon,	Leon Co.	A. K. Starling.

Tampa,
Tarpon Springs,
Wauchula,
West Palm Beach,
Winter Haven,
Zephyrhills,

Hillsboro,
Pinellas,
DeSoto,
Palm Beach,
Polk,
Pasco,

Hillsboro.
Tarpon Springs.
Wauchula.
Palm Beach.
Winter Haven.
Zephyrhills.

E. L. Robinson.
H. O. Portz.
P. G. Shaver.
I. I. Himes.
C. E. Kensinger.
W. C. Finney.

"FOUR-YEAR HIGH SCHOOLS WITH LESS THAN THREE TEACHERS"

Cocoa,
Crescent City,
Fernandina,
Green Cove Spgs.
Inverness,
Melbourne,
Monticello,
Muscogee,
Stuart,
Titusville,
Webster,

Brevard,
Putnam,
Nassau,
Clay,
Citrus,
Brevard,
Jefferson,
Escambia,
Palm Beach,
Brevard,
Sumter,

Cocoa.
Putnam Co.
Fernandina.
Clay Co.
Citrus Co.
Melbourne.
Bethel.
Muscogee,
Stuart,
Titusville,
Sumter Co.

R. L. Goulding.
J. S. Wheatley.
Dr. W. H. Russell.
T. J. McBeath.
A. B. Connor.
W. W. Gay.
W. H. Stephens.
Miss Sue Yent.
Joe A. Youngblood.
T. J. Poppell.
M. J. Okerlund.

HIGH SCHOOL DIRECTORY (1915-1916)—Continued.

"THREE-YEAR SCHOOLS, REGARDLESS OF THE NUMBER OF TEACHERS."

<i>Town.</i>	<i>County.</i>	<i>Name of School</i>	<i>Principal.</i>
Alva, Apopka, Archer, Chipley, Citra, Cocoanut Grove, Eau Gallie, Homestead, Mayo, Micanopy, Milton, Trenton, Umatilla, Winter Garden, Winter Park,	Lee, Orange, Alachua, Washington, Marion, Dade, Brevard, Dade, Lafayette, Alachua, Santa Rosa, Alachua, Lake, Orange, Orange,	Alva. Apopka. Archer. Chipley. Citra. Cocoanut Grove. Eau Gallie. Homestead. Mayo. Micanopy. Milton. Trenton. Umatilla. Oakland-Winter Garden. Winter Park.	U. P. Davis. E. W. Fly. Miss Hattie Hancock. J. R. Ward. J. M. Feagle. J. W. Asbury. D. M. Whetstone. Chas. M. Fisher. T. P. Maynard. Miss Pearl Bellamy. A. D. Kean. G. H. Williams. Lafayette Golden. Mr. J. A. O'Steen. J. S. Kirton.

"TWO-YEAR HIGH SCHOOLS WITH AT LEAST ONE TEACHER'S WHOLE TIME."

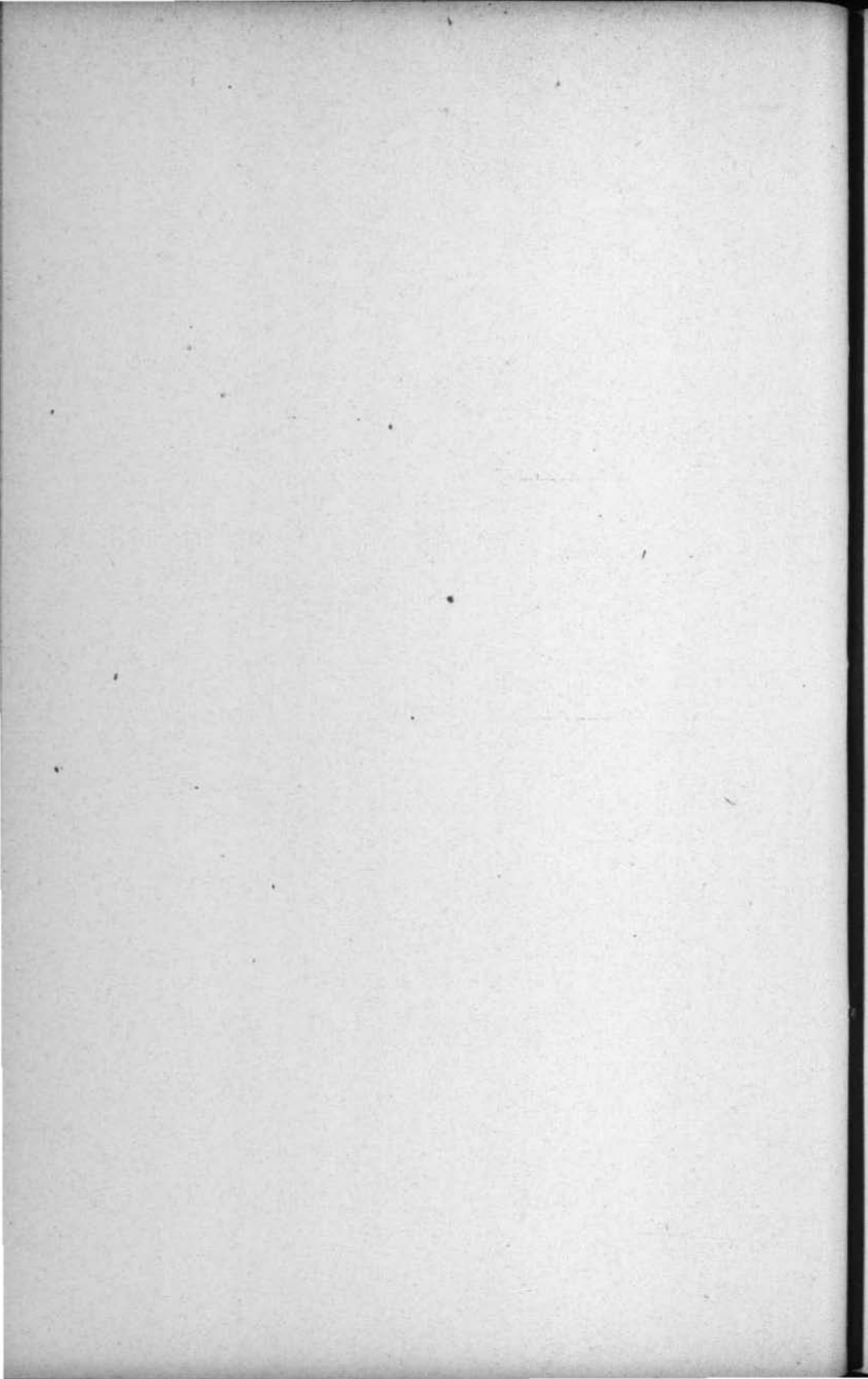
Alachua, Aucilla, Avon Park, Bonifay, Bowling Green, Boynton, Carrabelle,	Alachua, Jefferson, DeSoto, Holmes, DeSoto, Palm Beach, Franklin,	Alachua. Aucilla. Avon Park. Bonifay. Bowling Green. Boynton. Carrabelle.	M. M. Bryant. E. G. Pitman. A. J. Gross. A. H. Wentworth. J. A. Granberry. Edwin L. Beeson. Miss Lizzie Norton
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Freeport,
Greensboro.
Gretna,
Hawthorne,
High Springs,
LaBelle,
Lawtey,
Lynn Haven.
Manatee,
Millville,
Nocatee,
Ormond,
Perry,
Panama City,
Sebring,
White Springs,
Waldo,

Walton,
Gadsden,
Gadsden,
Alachua,
Alachua,
Lee,
Bradford,
Washington,
Manatee,
Bay,
DeSoto,
Volusia,
Taylor,
Bay,
DeSoto,
Hamilton,
Alachua,

Freeport.
Greensboro.
Gretna.
Hawthorne.
High Springs.
LaBelle.
Lawtey.
Lynn Haven.
Manatee.
Millville.
Nocatee.
Ormond.
Perry,
Panama City.
Sebring.
White Springs.
Waldo.

Sexton Johnson.
J. Shepard Bryan.
Emma J. Wise.
Miss Jessie P. Miller.
S. Grover Morrow.
P. C. O'Haver.
M. M. Fryer.
Christian McDonald.
W. M. Neeley.
G. J. Grace.
S. B. Groom.
B. J. Pinkerton.
A. E. Riley.
C. C. Mathis.
D. F. Putnam.
C. A. Brooks.
C. G. Campbell.



The following statistics contain much information and should be of interest to high school people in general. It has been quite a task to assemble these facts as we have them here. We have been as careful with them as possible, but errors, may have crept in. If they have, it was not intentional, but an oversight.

(The following tables are published as per copy furnished by the High School Inspector. The Superintendent of Public Instruction assumes no responsibility for nor attempts any explanation of the manifest inaccuracies and the failure of figures to balance, where such balance is clearly intended.)

NUMBER OF PUPILS IN DIFFERENT GRADES—1914-1915.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS

SCHOOL	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys.	Total Girls.	Grand Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Apalachicola	27	18	45	5	20	25	14	13	27	7	12	19	49	63	112
Arcadia															125
Bartow															95
Bradentown	17	14	31	11	12	23	13	14	27	2	17	19	43	57	100
Brooksville	10	12	22	7	14	21	2	5	7	8	15	23	26	39	65
Clearwater	11	13	24	7	10	17	1	9	10	3	9	12	22	41	63
Dade City	5	11	16	10	11	21	5	6	11	2	4	6	22	32	54
Daytona	9	17	26	2	9	11	4	11	15	8	3	11	23	40	63
DeFuniak Springs	5	8	13	7	4	11	1	3	4	1	5	6	14	20	34
Delray	6	9	15	3	3	6	2	4	6	2	2	4	13	19	32
Dunnellon	2	6	8	5	6	11	2	2	4	2	2	4	12	16	28
Eustis	9	4	13	5	4	9	3	7	10	1	2	3	18	17	35
Fort Meade			37			23			11			8			69
Fort Myers	16	20	36	8	12	20	8	5	13	5	9	14	37	46	83
Fort Lauderdale	7	10	17	9	5	14	2	11	13	5		5	23	26	49
Gainesville	15	21	36	22	28	50	9	16	25	9	10	19	55	75	130
Jacksonville	89	126	215	54	94	148	23	41	64	19	36	55	185	297	482
Key West	8	8	16	2	2	4	2	7	9		2	2	12	19	31
Kissimmee	10	17	27	6	12	18	5	16	21	6	8	14	27	63	90
Lake Butler	15	11	26	7	5	12	4	5	9	2	3	5	28	24	52
Lake City	26	24	50	10	9	19	8	10	18	1	7	8	45	50	95
Lakeland	20	40	60	18	25	43	8	18	26	9	9	18	55	92	147
Largo	7	12	19	4	6	10		8	8	3	3	6	14	29	43
Leesburg															40
Live Oak	19	22	41	4	12	16	5	11	16	1	6	7	29	51	80
Madison															62
Miami	49	54	103	32	38	70	20	22	42	15	15	30	116	129	245

NUMBER OF PUPILS IN DIFFERENT GRADES—1914-1915.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS.

SCHOOL.	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys.	Total Girls.	Grand Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Mulberry	17	27	44	14	19	33	5	13	18	4	6	10	40	65	105
Ocala	23	35	58	15	12	27	9	14	23	6	8	14	53	72	125
Oriando			10			9			7			1			27
New Smyrna															49
Palatka	5	13	18				7	7	14	2	6	8	14	26	40
Palmetto	25	57	82	32	32	64	18	24	42	10	15	25	85	128	213
Pensacola	17	20	37	12	10	22	2	4	6	13	7	20	44	41	85
Plant City	14	12	26	10	6	16	3	6	9	3	3	6	30	27	57
Punta Gorda	13	17	30	8	4	12	2	6	8	5	1	6	28	28	56
Quincy	14	16	30	10	11	21	6	7	13	5	6	11	35	40	75
St. Augustine	2	9	11	4	6	10	4	1	5	2	1	3	12	17	29
St. Cloud	40	42	82	18	27	45	14	33	47	14	21	35	86	123	209
St. Petersburg	12	17	29	12	23	35	4	13	17	8	12	20	34	67	101
Sanford	3	2	5	1	5	6	3	7	10	1	5	6	8	19	27
Sarasota	5	3	8	5	1	6	1	3	4	2	5	7	13	12	25
Seabreeze	13	7	20	5	3	8	1	2	1	1	1	1	20	11	31
Starke	10	16	26	4	14	18	7	4	11	7	11	18	28	45	73
Tallahassee	89	110	199	56	82	138	31	61	92	28	48	76	195	301	496
Tampa	9	8	17	6	4	10		3	3	2	4	6	17	19	36
Tarpon Springs	15	19	34	10	10	20	4	11	15	2	6	8	31	46	77
Wauchula	10	16	26	8	8	16	4	11	15	2	11	13	24	46	70
West Palm Beach															
Winter Haven															
Zephyr Hills			13			4			4						
Totals	719	922	1641	462	518	1080	166	475	641	227	348	575	1574	2264	4219

NUMBER OF PUPILS IN DIFFERENT GRADES—1914-1915.

FOUR-YEAR HIGH SCHOOLS WITH LESS THAN THREE TEACHERS.

SCHOOL.	NINTH GRADE			TENTH GRADE			ELEVENTH TENTH			TWELFTH GRADE			Total Boys.	Total Girls.	Grand Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Cocoa	5	3	8				3	3	6				8	8	33
Crescent City															16
Fernandina	7	18	25	7	11	18	3	8	11	3	4	7	20	41	61
Fort Pierce	10	12	22	4	4	8		6	6	12	7	9	16	29	45
Graceville	5	8	13	1	4	5	1	6	7		3	3	8	20	28
Green Cove Springs	6	9	15	5	5	10				12			15	16	31
Jasper	4	10	14	4	2	6	12	7	9		1	4	13	20	33
Marianna		4	4	1	1	2	12	12	2	12		3	4	7	11
Melbourne	11	8	19	3	2	5	1	5	6	3	3	5	18	17	35
Monticello	2	17	19	2	3	5		4	4	1	3	4	5	27	32
Titusville	5	5	10	4	4	8	12	5	7				11	14	25
Webster															
Totals	55	94	149	31	36	67	14	46	60	17	21	38	117	197	359

THREE-YEAR HIGH SCHOOLS, REGARDLESS OF THE NUMBER OF TEACHERS

Alva	5	9	14	1	2	3		2	2				6	13	19
Carrabelle	15	17	32	5	10	15	3	3	6				23	30	53
Chipley	3	8	11		6	6		2	2				3	8	11
Cocanut Grove	4	4	8										4	12	16
Fernandina															25
Homestead	3	6	9	3	5	8	3	5	8				9	16	25
Mayo															20
Micanopy															25
Milton	4	4	8	2	4	6	4	5	9				10	13	23
Muscogee	4	8	12	2	1	3		2	2				6	11	17
Trenton	5	5	10	4	4	8	2	5	7				11	14	25
Williston															
Totals	43	61	104	17	32	49	12	24	36				72	117	259

NUMBER OF PUPILS IN DIFFERENT GRADES—1914-1915.
TWO-YEAR HIGH SCHOOLS WITH AT LEAST ONE TEACHER'S WHOLE TIME.

SCHOOL.	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys.	Total Girls.	Grand Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Alachua	1	3	4	3	2	5							4	5	9
Apopka	2	4	6	1	2	3							2	6	8
Archer															15
Bonifay															25
Bowling Green															8
Boynton	2	2	4	3	3	6							3	5	8
DeLand	4	4	8	2	4	6							2	6	8
Freeport	5	5	10	1	2	3							3	7	10
Greensboro	13	5	18	4	6	10							11	14	25
Hastings		3	3		5	5								8	8
Hawthorne															20
High Springs															15
LaBelle															10
Lynn Haven	6	6	12	2	1	3							8	7	15
Manatee	4	2	6	2	2	4							6	4	10
Millville															12
Newberry	6	2	8	2	1	3							8	3	11
Ormond															15
Panama City															12
Perry															20
Umatilla	3	5	8	1	5	6							4	10	14
Waldo	5	3	8	3	1	4							8	4	12
Totals	44	48	92	22	34	56							66	82	312
SUMMARY, 1914-1915.															
Two-year Schools	44	48	92	22	34	56							66	82	312
Three-year Schools	43	61	104	17	32	49	12	24	36				72	117	259
Four-year Schools	55	94	149	31	36	67	14	46	60	17	21	38	117	194	359
Four-year High Schools	719	923	1780	462	518	1080	166	475	678	227	348	591	1574	2264	4219
Grand Total			2125			1252			774			629			5149

HIGH SCHOOL TEACHERS.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS. 1914 - 1915.	Men.	Women.	Total.	Men with Degrees.	Women with Degrees.	Total with Degrees.	No. Teaching Whole Time.	No. Teaching Part Time.	No. Recitations by Principal.	No. Recitations by Teachers.	No. yrs. Principal has Taught Here.	No. yr. Aver. Teacher Has Taught Here
Apalachicola	3	3	3	6	3	5	6	6	6	6	2	1
Arcadia	3	3	5	7	3	5	7	7	4	5	4	2
Bartow	3	3	4	4	1	1	3	3	3	5	2	1
Bradentown	3	3	5	3	3	3	3	3	3	5	3	1
Brooksville	3	3	3	3	3	3	3	3	3	5	3	1
Clearwater	3	3	3	3	3	3	3	3	3	5	3	1
Delray	1	1	3	3	1	1	3	3	3	5	3	1
DeFuniak Springs	1	1	4	4	1	1	4	4	4	5	3	1
Dade City	1	1	4	5	1	1	4	4	4	5	3	1
Daytona	1	1	4	5	1	1	5	5	5	5	3	1
Dunnellon	1	1	3	3	3	3	3	3	3	5	3	1
Eustis	1	1	3	3	1	1	3	3	3	5	3	1
Ft. Lauderdale	3	3	6	3	1	1	4	4	4	5	3	1
Ft. Meade	1	1	3	3	3	3	3	3	3	5	3	1
Ft. Myers	3	3	5	3	3	3	5	5	4	5	3	1
Gainesville	3	3	6	3	3	3	6	5	1	5	1	1
Jacksonville	7	12	19	7	8	15	15	15	1	5	1	1
Key West	2	2	4	4	1	1	3	3	1	5	10	1
Kissimmee	3	3	5	1	3	4	4	4	1	5	9	2
Lake Butler	1	3	4	1	1	2	3	3	1	7	5	1
Lake City	2	3	5	5	3	3	3	3	3	5	4	2
Lakeland	5	1	6	5	3	5	5	5	1	5	1	2
Largo	2	2	4	4	2	2	3	4	4	5	4	2
Leesburg	1	3	3	3	3	3	3	3	3	5	3	5
Live Oak	1	3	4	1	2	3	3	3	2	6	3	5
Madison	2	3	5	5	3	3	3	3	3	5	1	1
Miami	7	4	11	6	3	8	9	9	6	6	4	2
Mulberry	1	2	3	3	3	3	3	3	3	6	1	1
New Smyrna	1	2	3	1	1	2	2	2	1	6	1	1
Palatka	1	2	3	3	3	3	3	3	3	6	4	1
Palmetto	2	1	3	3	3	3	3	3	3	5	3	3
Pensacola	3	6	9	2	3	5	9	9	3	5	2	2
Plant City	1	3	4	1	3	4	4	4	4	6	2	2
Punta Gorda	3	3	6	2	3	5	3	3	3	5	1	1
Quincy	3	1	4	2	1	3	4	4	4	6	1	1
St. Augustine	3	5	8	3	2	4	5	3	5	5	4	1
St. Cloud	1	2	3	3	1	1	3	3	5	5	4	3
St. Petersburg	3	9	12	3	7	10	11	11	1	5	1	1
Sanford	2	4	6	2	4	6	5	5	5	5	1	3
Sarasota	1	2	3	1	2	3	3	3	6	6	7	1
Seabreeze	1	3	4	3	3	3	3	3	5	6	4	3
Starke	2	1	3	2	3	3	3	3	5	6	1	2
Ocala	1	4	5	1	2	3	4	4	3	6	1	2
Orlando	1	5	6	1	1	2	6	6	3	5	7	4
Tallahassee	1	4	5	1	2	3	4	4	1	6	1	2
Tampa	5	11	16	4	8	12	16	16	2	5	6	2
Tarpon Springs	3	2	5	2	2	4	3	3	5	5	2	1
Wauchula	5	2	7	4	2	6	4	3	6	6	12	3
W. Palm Beach	3	3	6	3	2	5	5	5	1	6	5	2
Winter Haven	1	1	2	2	2	2	2	2	1	1	1	1
Zephyrhills	1	1	2	2	2	2	2	2	1	1	1	1
Totals	109	162	271	83	88	149	176	33	33	33	33	33

HIGH SCHOOL TEACHERS.

FOUR - YEAR HIGH SCHOOLS WITH LESS THAN THREE TEACHERS.	Men.	Women.	Total.	Men with Degrees.	Women with Degrees.	Total with Degrees.	No. Teaching Whole Time.	No. Teaching Part Time.	No. Recitations by Principal.	No. Recitations by Teachers.	No. yrs. Principal has Taught Here.	No. yr. Aver. Teacher Has Taught Here.
Jasper	2	...	2	2	...	2	2	...	8	8	2	1
Cocoa	1	1	2	...	...	...	...	...	...	...	...	...
Crescent City ...	1	1	2	1	...	1	1	...	2	2	...	1
Marianna	1	1	2	1	1	2	2	...	2	2	5	1
Green Cove Spgs.	1	1	2	1	1	2	2	...	2	2	1	1
Graceville	1	1	2	1	1	2	2	...	5	5	2	3
Melbourne	1	1	2	1	...	1	1	...	8	8	1	1
Stuart	1	...	1	...	...	...	...	...	...	...	...	...
Titusville	1	1	2	1	...	1	1	...	7	9	1	5
Webster	1	...	1	...	...	...	1	...	13	...	...	...
Monticello	1	1	2	...	1	1	1	...	5	7	1	1
Ft. Pierce	1	1	2	1	1	2	2	...	8	8	2	1
Totals	13	9	21	9	5	14	19	...	...	...	...	...

THREE - YEAR
HIGH SCHOOLS
REGARDLESS
OF NUMBER OF
TEACHERS

Alva	1	...	1	...	...	...	...	...	9	8	2	12
Chipley	1	1	2	1	...	1	2	...	...	...	...	...
Citra	1	...	1	...	...	...	...	...	...	...	...	...
Cocoanut Grove..	2	...	2	2	...	2	2	...	5	5	3	2
Eau Galle	1	...	1	...	...	...	...	...	...	...	...	...
Homestead	1	1	2	...	...	...	...	...	...	...	...	...
Mayo	2	...	2	...	...	...	2	...	7	7	2	1
Micanopy	1	1	2	...	...	...	...	...	...	...	...	...
Milton	1	1	2	...	...	...	...	...	...	...	...	...
Trenton	1	...	1	...	...	...	1	...	11	...	1	...
Umatilla	1	1	2	...	...	...	...	...	...	...	...	...
Winter Garden ..	1	...	1	...	...	...	...	...	...	...	...	...
Williston	1	...	1	1	...	1	1	...	11	...	1	...
Fernandina	1	1	2	...	...	...	...	...	...	...	...	...
Muscogee	...	2	2	...	...	...	2	...	7	5	2	1
Totals	15	8	23	4	...	4	11	...	...	...	...	...

HIGH SCHOOL TEACHERS.

TWO - YEAR HIGH SCHOOLS WITH AT LEAST ONE TEACHER'S WHOLE TIME.	Men.	Women.	Total.	Men with Degrees.	Women with Degrees.	Total with Degrees.	No. Teaching Whole Time.	No. Teaching Part Time.	No. Recitations by Principal.	No. Recitations by Teachers.	No. yrs. Principal Has Taught Here.	No. yrs. Avr. Teacher Has Taught Here.
Apopka	1	1	2	1	1	2	1	2	6	8	1	2
Archer	1	1	2	1	1	2	1	1	2	2	1	1
DeLand	1	2	3	1	1	2	1	1	2	2	1	2
Bonifay	1	1	2	1	1	2	1	1	2	2	1	1
Bowling Green ..	1	1	2	1	1	2	1	1	2	2	1	1
Boynton	1	1	2	1	1	2	1	1	2	2	1	1
Carrabelle	1	1	2	1	1	2	1	1	2	2	1	1
Fellsmere	1	1	2	1	1	2	1	1	2	2	1	1
Freeport	1	1	2	1	1	2	1	1	2	2	1	1
Greensboro	1	1	2	1	1	2	1	1	2	2	1	1
Hastings	1	1	2	1	1	2	1	1	2	2	1	1
Hawthorne	1	1	2	1	1	2	1	1	2	2	1	1
High Springs	1	1	2	1	1	2	1	1	2	2	1	1
LaBelle	1	1	2	1	1	2	1	1	2	2	1	1
Lynn Haven	1	1	2	1	1	2	1	1	2	2	1	1
Manatee	1	1	2	1	1	2	1	1	2	2	1	1
Millville	1	1	2	1	1	2	1	1	2	2	1	1
Newberry	1	1	2	1	1	2	1	1	2	2	1	1
Ormond	1	1	2	1	1	2	1	1	2	2	1	1
Perry	1	1	2	1	1	2	1	1	2	2	1	1
Panama City	1	1	2	1	1	2	1	1	2	2	1	1
Sebring	1	1	2	1	1	2	1	1	2	2	1	1
Umatilla	1	1	2	1	1	2	1	1	2	2	1	1
Waldo	1	1	2	1	1	2	1	1	2	2	1	1
Totals	20	13	33	4	4	8	17	3	55	55	1	1

SUMMARY.
1914-15.

2-year Schools..	20	13	33	4	4	8	17	3				
3-year Schools..	15	8	23	4	4	8	11					
4-year Schools..	13	9	22	9	5	14	9					
Four-year High Schools..	109	162	271	83	78	149	176	33				
Grand Totals..	157	192	349			*212	*292	*55				

SALARY OF TEACHERS.
1914-1915.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS	Salary of Principal.	Highest Salary of Assistants.	Lowest Salary of Assistants.	Average Salary of Assistants.	Total Salary of the Faculty.	Number of Assistants.
Apalachicola .....	.....	.....	.....	.....	.....	.....
Arcadia	1,700	1,000	600	720	5,400	5
Bartow .....	.....	.....	.....	.....	.....	.....
Bradentown	1,400	920	560	720	5,720	6
Brooksville	1,200	720	560	626	3,080	3
Clearwater	1,600	1,000	600	760	4,640	4
De'ray	1,237	765	675	715	2,667	2
DeFuniak Springs	1,200	600	560	573	2,920	3
Dade City	1,200	640	480	580	3,520	4
Daytona	1,200	920	560	705	4,020	4
Dunnellon	1,000	560	528	544	2,088	2
Eustis	1,000	600	560	580	2,260	2
Fort Lauderdale	1,575	900	315	702	5,085	5
Fort Meade .....	.....	.....	.....	.....	.....	.....
Fort Myers	1,400	800	680	720	4,280	4
Gainesville	1,600	1,200	600	600	5,200	5
Graceville .....	.....	.....	.....	.....	.....	.....
Jacksonville .....	.....	.....	.....	.....	.....	.....
Key West	1,400	800	640	693	3,480	3
Kissimmee	1,800	720	560	650	4,400	4
Lake Butler	1,120	700	400	553	2,780	3
Lake City .....	.....	.....	.....	.....	.....	.....
Lakeland	2,000	800	700	720	5,200	5
Largo	1,200	800	640	686	3,266	3
Leesburg .....	.....	.....	.....	.....	.....	.....
Live Oak	1,360	800	520	626	2,240	3
Madison .....	.....	.....	.....	.....	.....	.....
Miami	2,500	1,500	900	1,130	13,800	10
Mulberry .....	.....	.....	.....	.....	.....	.....
New Smyrna .....	.....	.....	.....	.....	.....	.....
Ocala	1,800	800	600	710	4,640	4
Orlando	1,400	760	640	688	4,800	5
Palatka	1,400	720	600	660	2,060	2
Palmetto	1,000	720	520	620	3,240	2
Pensacola	1,950	1,400	500	737	7,850	8
Plant City	1,575	880	720	773	3,895	3
Punta Gorda	1,200	720	600	656	4,580	5
Quincy	1,800	1,125	600	815	4,245	3
St. Augustine	1,800	900	225	643	6,300	7
St. Cloud	720	600	480	540	1,800	2
St. Petersburg	2,600	1,200	600	876	11,360	10
Sanford	1,650	880	600	632	4,810	5
Sarasota	1,200	600	520	560	2,320	2

**SALARY OF TEACHERS.
1914-1915.**

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS. (Continued.)	Salary of Principal.	Highest Salary of Assistants.	Lowest Salary of Assistants.	Average Salary of Assistants.	Total Salary of the Faculty.	Number of Assistants.
Seabreeze	1,080	720	520	646	3,020	3
Starke	1,200	600	560	580	2,360	2
Tallahassee	1,800	600	600	600	3,600	3
Tampa	2,100	1,400	650	857	14,970	15
Tarpon Springs	1,100	1,000	520	690	3,860	4
Wauchula	1,400	900	600	676	5,460	6
West Palm Beach.....	2,250	1,125	810	963	7,060	5
Winter Haven .....	.....	.....	.....	.....	.....	.....
Zephyrhills .....	.....	.....	.....	.....	.....	.....
Total	59,117	34,395	23,103	27,525	142,183	176

**FOUR-YEAR HIGH
SCHOOLS WITH
LESS THAN THREE
TEACHERS.**

Cocoa .....	.....	.....	.....	.....	.....	.....
Crescent City	880	.....	.....	.....	.....	1
Green Cove Springs...	.....	.....	.....	.....	.....	.....
Jasper	1,200	480	.....	.....	1,680	1
Melbourne	1,000	560	.....	.....	1,560	1
Monticello	1,200	520	.....	.....	1,720	1
Marianna	1,200	600	.....	.....	1,800	1
Ft. Pierce	1,200	640	.....	.....	1,840	1
Graceville	1,000	600	.....	.....	1,600	1
Titusville	1,000	600	.....	.....	1,600	1
Webster	1,000	.....	.....	.....	1,000	.....
Total	9,680	4,000	.....	.....	12,800	8

SALARY OF TEACHERS.
1914-1915.

THREE-YEAR HIGH SCHOOLS REGARD- LESS OF THE NUMBER OF TEACHERS.	Salary of Principal.	Highest Salary of Assistants.	Lowest Salary of Assistants.	Average Salary of Assistants.	Total Salary of	Number of Assistants.
Alva .....	.....	.....	.....	.....	.....	.....
Carrabelle	1,080	520	.....	.....	1,600	1
Chipley	1,300	640	.....	.....	1,940	1
Fernandina	1,200	480	.....	.....	1,680	1
Cocoanut Grove	1,200	480	.....	.....	1,680	1
Eau Gallie .....	.....	.....	.....	.....	.....	.....
Homestead .....	.....	.....	.....	.....	.....	.....
Mayo	1,000	800	.....	.....	1,800	1
Micanopy .....	.....	.....	.....	.....	.....	.....
Muscogee	800	600	.....	.....	1,400	1
Trenton	1,000	.....	.....	.....	1,000	.....
Williston	800	.....	.....	.....	800	.....
Total	8,380	3,520	.....	.....	12,020	6
TWO-YEAR SCHOOLS WITH AT LEAST ONE TEACHER'S WHOLE TIME.						
Apopka	800	520	440	466	2,200	3
Alachua .....	.....	.....	.....	.....	.....	.....
Archer	680	.....	.....	.....	.....	.....
Blountstown .....	.....	.....	.....	.....	.....	.....
Bonifay .....	.....	.....	.....	.....	.....	.....
Bowling Green .....	.....	.....	.....	.....	.....	.....
Boynton	900	630	.....	.....	1,530	1
DeLand	1,400	800	640	720	2,840	2
Fellsmere .....	.....	.....	.....	.....	.....	.....
Ferry Pass .....	.....	.....	.....	.....	.....	.....
Freeport	800	.....	.....	.....	800	.....
Greensboro	720	.....	.....	.....	720	.....
Greenwood .....	.....	.....	.....	.....	.....	.....
Hastings	800	.....	.....	.....	.....	.....
Hawthorne .....	.....	.....	.....	.....	.....	.....
High Springs	800	.....	.....	.....	.....	.....
Lynn Haven .....	.....	.....	.....	.....	.....	.....
Manatee	1,000	520	.....	.....	1,520	1
Millville .....	.....	.....	.....	.....	.....	.....
Newberry	800	.....	.....	.....	800	.....
Ormond .....	.....	.....	.....	.....	.....	.....
Panama City .....	.....	.....	.....	.....	.....	.....
Perry .....	.....	.....	.....	.....	.....	.....
Umatilla	800	480	.....	.....	1,280	1
Waldo	1,000	.....	.....	.....	1,000	.....
Trenton	800	.....	.....	.....	.....	1
Total	11,300	2,950	1,080	1,186	12,690	9

LENGTH OF SCHOOL TERM, AND RECITATIONS, ETC.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS. 1914 - 1915.									
	No. Weeks in School Year.	No. Recitations Weekly per Pupil.	No. Minutes for Recitations.	No. Hours in School Day.	No. Hours of Laboratory per Week.	No. Hours per Week Taught by Faculty.	No. Courses of Science Taught.	No. Courses of Foreign Languages.	Time of School Session.
Arcadia	32	25	45	6	22	180	5	4	8:30-3:15
Bradentown	32	20	45	6	20	102	6	4	8:15-3:00
Brooksville	32	20	45	6	10	62	4	4	8:30-3:00
Clearwater	32	20	45	6	14	110	4	4	8:15-3:00
Delray	36	20	45	6	16	54	3	4	8:00-3:10
DeFuniak Springs	32	20	45	6	12	86	6	4	8:30-2:45
Dunnellon	32	25	40	5	6	49	4	6	8:30-3:15
Daytona	32	20	45	5	12	83	5	6	8:15-3:00
Dade City	32	20	45	5	13	162	4	4	7:55-3:00
Eustis	32	20	40	5	3	80	4	5	8:30-3:00
Fort Lauderdale	36	30	45	6	11	140	4	6	8:00-3:15
Fort Myers	32	20	45	5	15	95	5	6	8:25-3:15
Gainesville	32	20	45	5	6	115	4	6	8:15-2:45
Jacksonville	36	20	45	5	35	104	5	8	8:20-1:45
Key West	32	20	45	5	9	60	4	5	8:50-2:30
Kissimmee	32	20	45	5	12	82	6	6	8:30-3:15
Lake Butler	32	25	45	6	6	115	6	4	8:00-3:15
Lake City	32	20	45	6	15	115	6	4	8:00-3:00
Lakeland	32	25	45	6	11	126	6	5	8:30-3:30
Largo	32	22	45	6	16	105	3	4	8:20-3:00
Live Oak	32	20	45	5	11	100	5	4	8:15-1:45
Miami	36	22	45	5	10	230	4	9	8:00-2:10
Ocala	32	22	45	6	14	93	3	6	8:30-2:30
Orlando	32	20	45	5	10	152	4	6	8:15-1:45
Palatka	32	20	45	6	6	90	3	4	8:00-3:00
Palmetto	32	20	45	6	2	90	2	4	8:30-3:30
Pensacola	32	22	45	6	15	220	4	7	9:00-3:00
Plant City	32	20	45	6	9	105	4	6	8:30-2:30
Punta Gorda	32	20	45	6	10	125	2	6	8:30-3:30
Quincy	36	25	40	5	8	110	6	8	8:30-2:00
St. Augustine	36	16	45	5	20	130	5	6	8:00-1:45
St. Cloud	32	20	40	6	50	...	...	4	8:45-3:45
St. Petersburg	32	20	45	5	20	241	4	10	8:20-2:10
Sanford	32	20	45	5	2	93	4	5	8:30-2:00
Sarasota	32	25	45	5	12	82	4	2	8:30-3:15
Seabreeze	32	20	45	3	8	84	5	6	8:15-3:00
Starke	32	24	45	5	2	62	3	3	8:30-2:30
Tallahassee	32	22	45	5	8	96	5	6	8:30-2:00
Tampa	32	20	52	5	11	414	4	8	8:30-2:30
Tarpon Springs	32	20	45	5	...	90	2	4	8:20-3:00
Wauchula	32	22	45	6	6	94	3	4	8:30-3:00
West Palm Beach	36	25	45	6	9	130	4	7	8:10-3:00

LENGTH OF SCHOOL TERM, AND RECITATIONS, ETC.

FOUR-YEAR HIGH SCHOOLS WITH LESS THAN THREE TEACHERS.	No. Weeks in School Year.	No. Recitations Weekly per Pupil.	No. Minutes for Recitations.	No. Hours in School Day.	No. Hours of Labora- tory per Week.	No. Hours per Week Taught by Faculty.	No. Courses of Science Taught.	No. Courses of Foreign Languages.	Time of School Session.
Crescent City	32	20	30	6	....	60	3	5	8:30—3:30
Fort Pierce	32	25	40	6	....	60	5	4	8:30—4:00
Graceville	32	20	40	7	....	62	4	4	8:45—2:45
Jasper	32	25	30	6	....	60	3	4	8:15—2:45
Marianna	32	22	40	6	....	75	2	2	8:00—3:30
Melbourne	32	25	45	6	12	60	5	5	8:00—3:00
Monticello	32	20	45	6	....	60	1	3	8:30—1:50
Titusville	32	20	40	5	....	50	3	3	8:30—3:00
Webster	32	20	40	6	....	32	3	4	8:00—4:00

THREE-YEAR
SCHOOLS REGARD-
LESS OF THE NUM-
BER OF TEACHERS

Carrabelle	32	20	30	6	....	40	1	2	8:15—3:30
Chipley	32	23	40	6	....	60	3	3	8:15—3:35
Cocoanut Grove	32	22	40	5	....	20	1	2	8:00—2:45
Fernandina	32	25	30	5	8	32	4	4	8:30—2:30
Mayo	32	22	45	6	3	80	3	4	8:00—3:30
Muscogee	32	20	35	5	....	40	1	2	9:15—3:00
Trenton	32	25	30	6	1	40	3	4	8:00—3:15
Williston	32	20	30	6	....	48	1	4	8:30—3:30

TWO-YEAR HIGH
SCHOOLS, WITH AT
LEAST ONE TEACH-
ER'S WHOLE TIME.

Apopka	32	25	35	6	....	40	1	2	8:30—2:30
Archer	32	25	30	5	....	40	1	2	8:00—3:00
Boynton	16	20	45	5	2	55	1	2	8:20—3:00
DeLand	32	25	....	....	....	....	....	....	....
Freeport	32	20	45	6	....	30	....	2	8:12—3:15
Greensboro	32	25	40	6	....	33	2	2	8:15—3:30
Hastings	32	30	30	5	....	36	3	2	8:00—3:00
Lynn Haven	32	20	40	6	....	30	....	2	8:30—4:00
Manatee	32	25	40	6	1	45	1	2	8:00—2:45
Newberry	32	25	30	5	....	22	2	1	8:00—3:00
Umatilla	36	25	45	5	....	33	1	2	9:30—3:30
Waldo	32	25	40	6	....	30	1	2	8:15—2:30

THE LIBRARY—NUMBER OF VOLUMES, AND VALUE.

FOUR-YEAR HIGH SCHOOLS, WITH THREE OR MORE TEACHERS. 1914-1915.	History.	Science.	Gen. Literature.	Biography.	Reference.	Other Books.	Grand Total.	Value of Library.	Library in Community?
Arcadia	75	75	200	75	175	100	700	\$ 650	No
Bradentown	84	25	90	5	66	300	570	500	Yes
Brooksville	20	10	85	25	24	44	208	175	Yes
Clearwater	40	20	300	15	50	.....	425	300	Yes
Dade City	71	59	312	23	500	107	647	650	Yes
Daytona	31	25	173	12	75	35	351	300	Yes
DeFuniak Springs	12	10	105	48	75	.....	250	175	Yes
Delray .....	.....	.....	.....	.....	.....	.....	430	320	Yes
Dunnellon	10	8	46	8	25	.....	310	175	No
Eustis	7	10	30	10	41	103	201	175	Yes
Fort Lauderdale	30	6	40	10	15	25	126	100	No
Fort Myers	110	20	250	25	35	40	475	600	Yes
Gainesville	44	48	205	9	190	.....	497	800	Yes
Jacksonville	166	59	216	57	102	.....	600	500	Yes
Key West	40	50	1,200	50	80	.....	1,330	700	Yes
Kissimmee	70	20	50	10	30	270	450	300	Yes
Lake Butler	26	3	60	43	22	104	258	100	No
Lake City .....	.....	.....	.....	.....	.....	.....	1,000	2,000	No
Lakeland	40	20	100	200	50	.....	410	300	Yes
Largo	50	12	112	10	30	25	239	250	No
Live Oak	75	5	50	15	50	.....	195	250	Yes
Miami	36	10	750	15	115	.....	966	700	Yes
Ocala	174	.....	.....	179	27	.....	500	600	Yes
Orlando	111	30	375	20	92	150	778	600	Yes
Palmetto .....	.....	.....	50	.....	12	.....	62	80	Yes
Pensacola	60	75	500	28	100	.....	763	1,500	Yes
Plant City	40	4	100	6	50	.....	200	400	No
Punta Gorda	60	6	140	20	30	.....	256	100	Yes
Quincy	80	150	300	60	160	.....	770	1,250	No
St. Augustine	100	100	100	100	100	.....	500	600	Yes
St. Cloud .....	.....	.....	1	.....	38	40	79	70	Yes
St. Petersburg	301	221	347	131	110	204	1,314	4,000	Yes
Sanford	40	15	300	25	40	.....	420	500	Yes
Sarasota .....	.....	.....	.....	.....	.....	.....	.....	100	Yes
Starke	15	30	200	30	55	25	355	150	No
Seabreeze	81	18	97	14	35	18	267	150	Yes
Tallahassee	110	60	191	34	140	.....	535	350	Yes
Tampa	300	200	500	150	300	.....	1,450	800	No
Tarpon Springs	8	6	50	.....	30	25	200	150	Yes
Wauchula	50	25	75	75	50	.....	275	150	No
West Palm Beach	100	40	200	100	30	100	570	400	Yes
Totals	2,717	1,475	8,900	1,632	3,149	1,715	9,982	22,420	.....

THE LIBRARY—NUMBER OF VOLUMES, AND VALUE.

FOUR-YEAR HIGH SCHOOLS WITH LESS THAN THREE TEACHERS. 1914-1915.	History.	Science.	Gen. Literature.	Biography.	Reference.	Other Books.	Grand Total.	Value of Library.	Library in Community?
Crescent City	80		20	10	17	10	137	100	Yes
Graceville							250	25	No
Fort Pierce							250		Yes
Green Cove Springs									Yes
Jasper	41	10	15	15	15		95	100	No
Melbourne	32	1	7		27	19	86	100	Yes
Marianna		4			5	13	23	50	Yes
Monticello							200	200	Yes
Titusville	18	10	90	25	17	25	185	50	Yes
Webster	20	10	50	50	10	50	200	200	No
Totals	191	35	182	100	91	117	1,426	825	.....

THREE-YEAR HIGH
SCHOOLS REGARD-
LESS OF THE NUM-
BER OF TEACHERS.

Carrabelle			75	25	36	6	136	100	Yes
Cocoanut Grove			50	30			80	100	Yes
Fernandina					24			100	Yes
Mayo	50		200		20			500	No
Muscogee	12	8	200	15	8	30	300	300	No
Trenton	20	6	200	15	8	2	19	500	.....
Totals	82	14	625	90	112	36	765	1,150	.....

TWO-YEAR HIGH
SCHOOLS WITH AT
LEAST ONE TEACH-
ER'S WHOLE TIME

Alachua			16		20	10	46	150	Yes
Archer	16	6	64	17	25	5	133	75	No
DeLand	50	35	40	40	65	50	280	350	Yes
Freeport	51	42	185	20	18	4	317	150	No
Greensboro	5	10	25	12	6		58	60	No
Hawthorne								100	No
High Springs								100	No
Hastings									Yes
Lynn Haven	5	11	27	2	7	4	64	62	Yes
Manatee	8	5	2	5	25	25	70	75	Yes
Umatilla			40	20	6		66	50	Yes
Waldo	27	3	69	6	35	125	265	450	No
Totals	162	112	468	122	207	233	1,299	1,622	.....

VALUE OF LABORATORIES.

FOUR-YEAR HIGH SCHOOLS WITH THREE TEACHERS 1914-1915.	Special Rooms.	Physic.	Chemistry.	Botany.	Biology.	Gen. Science.	Phy. Science.	Man. Training.	Commercial Courses.	Agriculture.	Total Value of Laboratories.
Arcadia	Yes	\$ 475	\$225	\$ 50	\$ 50	\$...	\$200	\$300	\$...	\$...	\$ 1,300
Bradentown	Yes	150	200	50	...	50	250	...	...	75	775
Brooksville	No	...	...	...	...	...	...	...	...	...	...
Clearwater	Yes	750	300	...	425	100	800	800	...	...	2,375
Dade City	Yes	150	600	...	75	25	65	40	600	20	1,575
Daytona	Yes	500	300	...	200	...	1000	...	...	...	2,000
DeFuniak Spgs.	Yes	75	50	50	50	...	...	...	...	...	225
Delray	Yes	400	100	...	2	...	...	181	...	...	683
Dunellon	Yes	150	...	60	60	50	125	...	...	...	445
Eustis	Yes	150	...	...	30	...	...	...	...	...	180
Ft. Lauderdale	Yes	100	35	...	...	25	20	30	...	15	225
Ft. Myers	Yes	300	400	150	100	50	...	...	...	25	1,025
Gainesville	Yes	400	400	...	50	...	...	...	...	...	850
Jacksonville	Yes	500	500	...	...	...	1200	...	...	...	2,200
Key West	Yes	80	50	...	115	...	...	...	...	...	245
Kissimmee	Yes	350	100	15	50	10	...	...	...	...	525
Lake Butler	No	200	100	...	60	...	...	...	...	...	360
Lake City	Yes	500	150	75	50	100	...	...	500	50	975
Lakeland	Yes	600	500	300	200	100	...	...	100	...	1,800
Largo	Yes	300	...	...	50	25	150	200	...	...	725
Live Oak	Yes	150	150	100	100	...	...	...	...	...	500
Miami	Yes	700	800	...	500	50	600	...	2500	120	5,270
Ocala	Yes	300	...	...	30	10	500	...	...	...	840
Orlando	Yes	450	...	...	100	...	...	...	...	...	550
Palatka	Yes	150	...	25	...	25	...	...	...	...	200
Palmetto	No	175	100	...	...	...	100	...	...	...	375
Pensacola	Yes	300	300	...	100	100	100	...	700	...	1,500
Plant City	Yes	150	50	...	...	...	...	...	...	...	200
Punta Gorda	Yes	300	200	150	...	...	350	...	1000	...	2,000
Quincy	Yes	200	300	200	...	...	...	...	50	...	750
St. Augustine	Yes	150	500	100	100	50	...	500	1000	...	2,400
St. Cloud	Yes	200	150	...	...	...	...	...	...	...	350
St. Petersburg	Yes	200	600	...	475	75	100	2000	...	...	4,350
Sanford	Yes	300	40	...	20	...	...	...	...	...	360
Sarasota	Yes	100	150	...	...	35	200	...	...	...	485
Seabreeze	Yes	275	150	...	50	25	...	...	...	...	500
Starke	Yes	150	...	...	...	...	...	...	...	...	150
Tallahassee	Yes	85	125	25	25	25	500	...	...	...	785
Tampa	Yes	2,000	1000	200	400	500	500	1500	...	100	5,750
Tarpon Springs	Yes	...	...	...	40	...	...	650	...	...	690
Wauchula	Yes	400	...	50	...	...	450	400	50	50	1,450
W. Palm Beach	Yes	700	800	...	400	...	1800	...	800	...	4,500
Totals	...	13,090	9420	1640	2240	3567	4155	8010	6101	5500	\$ 38,663

VALUE OF HIGH SCHOOL PROPERTY AND REVENUE.

1914.1915	Value of the Library.	Value of the Laboratory Apparatus.	Value of the Whole High School Property Including building and equipment.	Total Revenue for Maintaining High School.
Apalachicola	\$	\$	\$	\$
Arcadia	650	1,300	80,000	3,900
Bartow				
Bradentown	500	775	45,000	5,000
Brooksville	175		15,000	6,000
Clearwater	300	2,375	30,000	10,400
Dade City	600	1,575	20,000	4,050
Daytona	300	2,000	65,000	6,285
DeFuniak Springs	175	225	25,000	3,000
Dunnellon	175	445	17,500	2,120
Delray	320	683	20,000	
Eustis	175	180	10,000	
Fort Lauderdale	100	225	18,000	4,065
Fort Meade	200	200		
Fort Myers	600	1,025	50,000	5,280
Gainesville	800	850	125,000	6,280
Jacksonville	500	2,200		
Key West	700	245	60,000	3,000
Kissimmee	300	525	15,000	3,800
Lake Butler	100	360	12,300	5,307
Lake City	2,000	975	66,000	3,800
Lakeland	300	1,800	35,000	
Largo	250	725	24,800	
Leesburg				
Live Oak	250		10,000	1,000
Madison				
Miami	700	6,270	150,000	19,000
Mulberry	200	300		
Ocala	600	840	80,000	
Orlando	600	550	50,000	4,191
New Smyrna	125	125		
Palatka		200	5,000	2,700
Palmetto	80	375	35,000	
Pensacola	1,500	1,500	36,000	9,160
Plant City	400	200	10,000	4,000
Punta Gorda	100	1,000	25,000	
Quincy	1,250	750	25,000	5,245
St. Augustine	600	2,400	100,000	
St. Cloud	70	350	9,650	
St. Petersburg	4,000	4,350	90,000	14,000
Sanford	500	360	32,000	8,000
Sarasota	100	485	30,000	2,280
Seabreeze	150	500	12,000	2,570
Starke	150	150	35,000	2,360

VALUE OF HIGH SCHOOL PROPERTY AND REVENUE.

1914-1915 (Continued)	Value of the Library.	Value of the Laboratory Apparatus.	Value of the Whole High School Property Including build- ing and equip- ment.	Total Revenue for Maintaining High School.
Tallahassee	350	785	69,715	3,600
Tampa	800	5,750	75,000	17,000
Tarpon Springs	150	690	.....	4,484
Wauchula	150	1,450	20,000	5,394
West Palm Beach	400	4,500	80,000	9,000
Winter Haven .....	.....	.....	.....	.....
Zephyrhills	200	200	.....	.....
Total	\$ 22,845	\$ 51,768	\$ 1,712,965	\$ 168,271

FOUR-YEAR HIGH
SCHOOLS WITH
LESS THAN THREE
TEACHERS.

Cocoa	\$	\$	\$	\$
Crescent City	100	60	10,000	.....
Graceville	25	.....	12,000	3,500
Green Cove Springs .....	.....	.....	12,000	4,500
Jasper	100	.....	2,000	.....
Melbourne	100	265	.....	.....
Monticello	200	.....	20,500	.....
Marianna	50	250	25,000	1,800
Ft. Pierce .....	.....	850	100,000	1,892
Titusville	50	.....	5,000	2,000
Webster	200	.....	15,000	3,720
Total	\$ 845	\$ 1,425	\$ 206,500	\$ 17,412

THREE-YEAR HIGH
SCHOOLS REGARD-
LESS OF THE
NUMBER OF
TEACHERS.

Alva	\$	\$	\$	\$
Apopka .....	.....	.....	.....	.....
Carrabelle	100	.....	.....	1,600
Chipley .....	.....	.....	12,000	.....
Citra .....	.....	.....	.....	.....
Cocoanut Grove	100	.....	.....	650
Fernandina	100	200	14,000	5,890
Homestead .....	.....	.....	.....	.....
Mayo	500	150	10,000	.....
Muscogee	300	.....	4,000	1,400
Milton .....	.....	.....	.....	.....
Trenton	50	65	5,000	.....
Umatilla .....	.....	.....	.....	.....
Winter Haven .....	.....	.....	.....	.....
Williston .....	.....	.....	20,000	2,200
Total	\$ 1,250	\$ 415	\$ 65,000	\$ 11,746

VALUE OF HIGH SCHOOL PROPERTY AND REVENUE.

TWO-YEAR SCHOOLS WITH AT LEAST ONE TEACHER'S WHOLE TIME.	Value of the Library.	Value of the Laboratory Apparatus.	Value of the Whole High School Property Including build- ing and equip- ment.	Total Revenue for Maintaining High School.
Apopka	\$	\$	\$ 3,000	\$
Alachua				
Archer	75			
DeLand	350	460	30,000	1,500
Bonifay				
Bowling Green				
Boynton			16,000	1,850
Carrabelle				
Fellsmere				
Freeport	150		3,600	800
Greensboro	60		3,000	
Gretna				
Hawthorne				
High Springs				
Hastings				800
Lawtey				
Lynn Haven	62			600
Manatee	75	105	4,000	1,120
Millville				
Newberry				
Ormond				
Panama City				
Perry				
Waldo	450	160	5,000	
Umatilla	50		7,500	1,280
Sebring				
Total	\$ 1,272	\$ 720	\$ 72,100	\$ 7,950

NUMBER OF PUPILS IN DIFFERENT GRADES—1915-1916.

FOUR-YEAR HIGH SCHOOLS, WITH THREE OR MORE TEACHERS.

SCHOOL.	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys.	Total Girls.	Grand Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Apalachicola	18	20	38	12	23	35	16	18	34	7	18	25	53	89	133
Arcadia	12	15	27	16	13	29	11	14	25	7	12	19	46	54	100
Bartow	15	14	29	15	11	26	12	14	26	9	10	19	51	49	100
Bradentown	14	10	24	6	5	11	7	13	20	2	6	8	29	34	63
Brooksville	7	9	16	8	11	19	6	12	18	2	6	8	23	38	61
Clearwater	3	5	8	5	2	7	1	3	4	2	3	5	11	13	24
Delray	9	17	26	6	6	12	5	9	9	1	3	4	21	30	51
DeFuniak Springs	7	4	11	2	5	7	3	3	6	2	2	2	12	14	26
Dunnellon	5	6	11	7	9	16	4	12	16	1	10	11	17	47	64
Daytona	15	17	33	8	11	19	7	10	17	5	5	10	36	43	79
Dade City	4	8	12	5	6	11	2	3	5	2	3	5	13	20	33
Eustis	19	15	34	7	10	17	9	4	13	4	9	13	39	38	77
Fort Lauderdale	12	23	35	8	8	16	8	9	17	6	2	8	34	42	76
Fort Meade	12	21	33	11	14	25	6	9	15	5	4	9	34	48	82
Fort Myers	19	32	51	10	4	14	6	15	21	4	7	11	39	58	97
Fort Pierce	25	37	62	18	17	35	16	26	42	9	14	23	68	94	162
Gainesville	10	13	23	6	13	19	4	5	9	1	3	4	21	34	55
Jasper	115	146	261	86	59	145	71	40	111	42	17	59	314	262	576
Jacksonville	9	2	11	3	6	9	...	...	...	...	...	...	...	...	20
Key West	21	21	42	8	8	16	4	8	12	5	13	18	38	50	88
Kissimmee	11	10	21	9	10	19	2	2	4	2	5	7	24	27	51
Lake Butler	34	21	45	9	11	20	7	9	16	4	4	8	44	45	89
Lake City	31	25	56	12	17	29	15	20	35	7	14	21	65	86	151
Lakeland	16	17	33	12	14	26	3	10	13	7	9	16	38	50	88
Live Oak	7	5	12	5	6	11	3	5	8	...	3	3	15	19	34
Largo	12	8	20	5	9	14	1	7	8	1	8	9	19	32	51
Leesburg	11	7	18	4	1	5	1	7	8	2	4	6	18	31	49
Madison															

NUMBER OF PUPILS IN DIFFERENT GRADES—1915-1916.

FOUR-YEAR HIGH SCHOOLS, WITH THREE OR MORE TEACHERS.

SCHOOL.	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys.	Total Girls.	Grand Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Marianna	7	5	12	4	10	14	5	2	7	2	4	6	18	21	39
Miami	34	37	71	25	34	59	38	30	68	11	19	30	108	120	228
Mulberry	17	10	27	6	10	16	9	4	13	3	2	5	35	26	61
Ocala	...	...	...	...	...	...	...	...	...	...	...	...	43	62	105
Orlando	18	36	54	14	14	28	11	11	22	7	12	19	40	74	124
New Smyrna	1	7	8	8	6	14	2	4	6	1	4	5	12	21	33
Palatka	11	5	16	8	5	13	2	7	9	3	2	5	24	19	43
Palmetto	11	10	21	3	15	18	4	5	9	7	9	16	25	39	64
Plant City	19	23	42	15	19	34	11	12	23	3	6	9	48	57	105
Punta Gorda	6	15	21	1	4	5	2	9	11	2	7	9	11	35	46
Pensacola	49	82	131	24	43	67	16	24	40	17	22	39	106	171	277
Quincy	10	10	20	12	16	28	6	6	12	3	6	9	31	38	69
Sarasota	9	11	20	6	8	14	4	4	8	3	5	8	22	28	50
Sanford	15	23	38	12	17	29	7	18	25	7	13	20	41	71	112
Seabreeze	5	4	9	2	3	5	2	1	3	3	2	5	12	10	22
Starke	7	11	18	10	3	13	1	2	3	1	2	3	19	18	37
St. Augustine	21	23	44	16	15	31	10	7	17	3	5	8	50	50	100
St. Cloud	8	7	15	1	6	7	4	2	6	2	3	5	15	18	33
St. Petersburg	41	43	84	27	34	61	22	18	40	28	25	53	108	120	228
Tallahassee	16	14	30	12	13	25	6	11	17	6	2	8	40	40	80
Tampa	100	145	245	70	113	183	49	71	120	33	52	85	152	236	388
Tarpon Springs	5	8	13	6	7	13	2	3	5	...	2	2	13	20	33
Wauchula	13	12	25	8	9	17	4	3	7	3	9	12	28	33	61
West Palm Beach	15	17	32	11	17	28	7	9	16	16	10	26	40	56	96
Winter Haven	9	12	21	8	12	20	4	6	10	4	6	10	25	36	61
Zephyr Hills	12	7	19	5	...	5	1	3	4	3	2	5	21	12	33
Totals	922	1139	2126	591	756	1347	455	564	1019	318	412	730	2286	2836	5277

FOUR-YEAR HIGH SCHOOLS, WITH LESS THAN THREE TEACHERS.

Cocoa	10	6	16	2	7	9	2	4	6	1	5	6	15	22	37
Crescent City	3	3	6	3	3	6	2	2	2	1	3	4	7	9	16
Fernandina	3	2	6	3	2	6	2	2	2	2	2	2	4	6	10
Green Cove Springs	11	6	17	3	2	5	1	3	4	1	5	6	16	16	32
Graceville	3	5	8	3	3	1	1	2	2	1	1	4	10	14	14
Melbourne	8	13	21	8	4	12	4	2	6	1	4	5	21	23	44
Monticello	1	7	8	4	2	6	2	2	4	2	3	5	9	14	23
Muscogee	7	6	13	3	4	7	3	3	3	1	1	2	14	11	25
Stuart	10	24	34	1	7	8	2	2	4	5	5	13	38	51	51
Titusville	3	6	9	7	3	10	1	1	2	5	1	6	16	11	27
Webster	3	6	9	7	3	10	1	1	2	5	1	6	16	11	27
Totals	69	79	138	34	37	71	16	17	33	12	30	42	121	163	284

THREE-YEAR SCHOOLS, REGARDLESS OF THE NUMBER OF TEACHERS.

Alva	5	4	9	5	6	11	2	3	5	12	13	25
Apopka	1	3	4	1	3	4	3	3	6	5	9	14
Archer	2	1	3	1	3	4	1	2	3	4	6	10
Chipley	12	12	24	9	11	20	1	8	9	22	31	53
Citra	2	2	4	2	2	4	2	2	4	6	6	12
Cocoanut Grove	3	7	10	3	4	7	1	4	5	4	11	15
Eau Gallie	2	8	10	3	4	7	1	4	5	6	16	22
Fellsmere	6	9	15	3	2	4	4	5	9	10	16	26
Homestead	17	8	25	3	4	7	2	2	2	20	14	34
Mayo	5	6	11	1	2	3	2	1	1	9	8	17
Micanopy	4	2	6	2	2	4	4	1	5	10	5	15
Milton	8	9	17	4	2	6	4	2	6	16	13	29
Trenton	8	4	12	1	6	7	1	3	4	10	14	24
Umatilla	2	9	11	4	3	7	1	3	4	7	15	22
Winter Garden	3	7	10	4	8	12	1	2	3	8	17	25
Winter Park	2	6	8	2	3	5	4	4	8	8	13	21
Totals	82	97	179	42	61	103	31	45	75	157	207	364

TWO-YEAR HIGH SCHOOLS, WITH AT LEAST ONE TEACHER'S WHOLE TIME.

Alachua	6	11	17	4	1	5	10	12	22
Avon Park	2	11	13	2	2	4	4	13	17
Bonifay	5	9	14	3	2	5	8	11	19
Bowling Green	3	4	7	3	4	7	6	8	14
Boynton	3	4	7	3	4	7	6	8	14

SCHOOL.	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys.	Total Girls.	Grand Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Carrabelle	3	8	11	1	9	10	...	...	...	...	...	...	4	17	21
Freeport	2	5	7	2	4	6	...	...	...	...	...	...	4	9	13
Greensboro	4	3	7	2	6	8	...	...	...	...	...	...	6	9	15
Gretna	9	5	14	2	6	8	...	...	...	...	...	...	11	11	22
Hawthorne	6	7	13	3	5	8	...	...	...	...	...	...	9	12	21
High Springs	5	3	8	1	4	7	...	...	...	...	...	...	6	7	13
LaBelle	1	7	8	1	3	4	...	...	...	...	...	...	2	10	12
Lawtey	4	8	12	3	3	6	...	...	...	...	...	...	7	11	18
Lynn Haven	2	5	7	4	1	5	...	...	...	...	...	...	6	6	12
Manatee	3	8	11	5	3	8	...	...	...	...	...	...	8	11	19
Millville	5	6	11	3	4	7	...	...	...	...	...	...	8	10	18
Nocatee	6	6	12	6	4	10	...	...	...	...	...	...	12	10	22
Ormond	2	3	5	1	1	2	...	...	...	...	...	...	3	4	6
Perry	28	28	56	7	6	13	...	...	...	...	...	...	35	34	69
Panama City	4	7	11	4	...	4	...	...	...	...	...	...	8	7	15
Sebring	4	5	9	2	1	3	...	...	...	...	...	...	6	6	12
White Springs	5	3	8	6	4	10	...	...	...	...	...	...	11	7	18
Waldo	3	8	11	3	2	5	...	...	...	...	...	...	6	10	16
Totals	112	160	272	67	75	142	...	...	...	...	...	...	179	235	414

SUMMARY—1915-1916.

Two-year Schools	112	160	272	67	75	142	...	...	...	...	...	...	179	235	414
Three-year Schools	82	97	179	42	61	103	31	45	76	2	4	6	157	207	364
Four-year Schools	59	79	138	34	37	71	16	17	33	12	30	42	121	163	284
Four-year High Schools	822	957	1781	591	756	1347	455	564	1019	318	412	730	2186	2691	5277
Grand Total	1075	1293	2370	734	929	1663	512	626	1127	332	446	778	2743	3296	6339

HIGH SCHOOL TEACHERS.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS 1915 - 1916									
	Men.	Women.	Total.	Men with Degrees.	Women with Degrees.	Total with Degrees.	No. Teaching Whole Time.	No. Teaching Part Time.	No. Recitations by Principal.
Apalachicola	1	12	13	1	1	2	3	...	5
Arcadia	3	5	8	3	4	7	2	...	85
Bartow	2	3	5	3	5	8	4	1	...
Bradentown	2	4	6	3	3	6	4	1	...
Brooksville	2	2	4	1	1	2	...	...	...
Clearwater	3	2	5	3	1	4	5	...	...
Delray	1	2	3	1	1	2	...	...	...
DeFuniak Spgs.	1	4	5	1	4	5	3	2	...
Dunnellon	...	2	2	...	2	2	...	...	...
Daytona	4	2	6	3	3	6	5	1	...
Dade City	2	3	5	1	1	2	4	1	...
Eustis	1	2	3	1	2	3	3	...	...
Ft. Lauderdale	5	2	7	4	1	5	4	3	...
Ft. Pierce	3	2	5	1	2	3	4	1	...
Ft. Meade	2	3	5	1	2	3	4	1	...
Ft. Myers	3	3	6	3	3	6	4	2	...
Gainesville	3	6	9	4	4	8	7	3	...
Jacksonville	7	8	15	6	7	13	15	...	...
Jasper	2	1	3	2	1	3	3	...	...
Key West	2	2	4	1	1	2	2	2	...
Kissimmee	2	3	5	2	2	4	4	1	...
Lake Butler	1	3	4	1	1	2	4	...	...
Lake City	2	3	5	2	1	3	5	...	...
Lakeland	4	2	6	4	1	5	5	1	...
Largo	...	2	2	...	2	2	3	2	...
Live Oak	1	3	4	1	3	4	3	1	...
Leesburg	1	3	4	1	3	4	4	...	...
Madison	3	1	4	3	1	4	3	1	...
Marianna	1	2	3	1	...	1	3	...	...
Miami	6	6	12	5	4	9	11	1	...
Mulberry	1	3	4	1	1	2	3	1	...
New Smyrna	1	2	3	1	2	3	3	...	...
Ocala	1	5	6	1	5	6	5	1	...
Orlando	3	4	7	3	1	4	7	...	...
Palatka	2	2	4	2	1	3	3	1	...
Palmetto	2	2	4	1	1	2	4	...	...
Pensacola	4	6	10	3	4	7	11	...	...
Plant City	2	3	5	2	3	5	4	1	...
Punta Gorda	2	3	5	2	3	5	5	...	...
Quincy	1	3	4	1	1	2	3	1	...
Sanford	2	3	5	2	3	5	4	1	...
Sarasota	1	2	3	1	1	2	3	...	...
Seabreeze	2	4	6	...	1	1	3	3	...
Starke	2	1	3	2	...	2	3	...	...
St. Augustine	4	2	6	2	...	2	5	1	...
St. Cloud	2	1	3	1	1	2	3	2	...
St. Petersburg	5	10	15	4	9	13	14	1	...
Tallahassee	2	3	5	2	2	4	5	...	...
Tampa	4	9	13	4	6	10	13	...	...
Tarpon Spgs.	2	2	4	2	2	4	4	...	...
Wauchula	4	3	7	3	3	6	5	2	...
W. Palm Beach	4	3	7	3	3	6	6	1	...
Winter Haven	3	1	4	2	...	2	3	1	...
Zephyr Hills	1	2	3	...	...	...	3	...	...
Totals	128	169	297	108	116	224	257	40	...

HIGH SCHOOL TEACHERS.

FOUR-YEAR HIGH SCHOOLS WITH LESS THAN THREE TEACHERS	Men.	Women.	Total.	Men with Degrees.	Women with Degrees.	Total with Degrees.	No. Teaching Whole Time.	No. Teaching Part Time.	No. Recitations by Principal.	Av. No. Recitations by Teachers.	No. yrs. Principal Has Taught Here.	No. yrs. Av. Teacher Has Taught Here.
Cocoa	1	1	2	1	1	2	2	1	7	7	2	2
Crescent City	1	1	2	1	1	2	1	1	8	8	2	2
Fernandina	1	1	2	1	1	2	1	1	7	7	2	2
Green Cove Spgs.	2	1	3	1	1	2	1	1	8	8	1	1
Melbourne	1	1	2	1	1	2	1	1	8	8	1	1
Monticello	1	2	3	1	1	2	2	1	6	6	1	1
Muscogee	1	2	3	1	1	2	2	1	7	7	1	1
Stuart	1	1	2	1	1	2	2	1	6	6	2	2
Titusville	2	1	3	1	1	2	2	1	6	6	1	1
Webster	1	1	2	1	1	2	1	1	15	15	1	1
Totals	11	10	21	8	4	12	20	1	...	...	...	...

THREE-YEAR
SCHOOLS, RE-
GARDLESS OF
THE NUMBER
OF TEACHERS

Alva	1	1	2	1	1	2	2	1	6	7	1	2
Apopka	2	2	4	2	2	4	2	2	8	8	4	1
Archer	2	2	4	2	2	4	2	2	8	8	2	2
Chipley	1	1	2	1	1	2	1	1	8	8	2	1
Citra	1	1	2	1	1	2	1	1	12	12	1	1
Cocoanut Grove	2	2	4	2	1	3	2	2	5	5	4	2
Eau Gallie	1	1	2	1	1	2	1	1	12	12	1	1
Fellsmere	1	1	2	1	1	2	1	1	8	8	3	1
Homestead	1	3	4	1	2	3	4	1	7	6	1	1
Mayo	2	2	4	2	2	4	2	2	9	8	3	2
Micanopy	2	2	4	2	1	3	2	2	6	6	2	1
Milton	1	1	2	1	1	2	2	2	4	6	1	4
Trenton	2	2	4	2	2	4	2	2	6	7	2	1
Umatilla	1	1	2	1	1	2	2	2	8	8	2	1
Winter Garden	1	1	2	1	1	2	2	2	5	7	3	2
Winter Park	1	1	2	1	1	2	2	2	6	6	1	4
Totals	15	18	33	9	9	18	31	2	...	...	...	...

HIGH SCHOOL TEACHERS.

TWO-YEAR HIGH SCHOOLS WITH AT LEAST ONE TEACHER'S WHOLE TIME	Men.	Women.	Total.	Men with Degrees.	Women with Degrees.	Total with Degrees.	No. Teaching Whole Time.	No. Teaching Part Time.	No. Recitations by Principal.	Av. N. Recitations by Teachers.	No. Years Principal Has Taught Here.	No. Yrs. Av. Teacher Has Taught Here.
Alachua	1	1	2	1	1	2	1	1	2	2	4	1
Avon Park	1	1	2	1	1	2	1	1	2	2	2	1
Bonifay	1	1	2	1	1	2	1	1	2	2	1	1
Boynton	1	1	2	1	1	2	1	1	2	2	1	1
Carrabelle	1	2	3	1	1	2	1	1	2	1	2	1
Century	1	1	2	1	1	2	1	1	2	1	1	1
Freeport	1	1	2	1	1	2	1	1	2	1	1	1
Greensboro	1	1	2	1	1	2	1	1	2	1	1	1
Gretna	1	1	2	1	1	2	1	1	2	1	1	1
Hawthorne	1	1	2	1	1	2	1	1	2	1	1	1
High Springs	1	1	2	1	1	2	1	1	2	1	1	1
LaBelle	1	1	2	1	1	2	1	1	2	1	1	1
Lawtey	1	1	2	1	1	2	1	1	2	1	1	1
Lynn Haven	1	1	2	1	1	2	1	1	2	1	1	1
Manatee	1	3	4	1	1	2	2	2	4	3	1	1
Millville	1	1	2	1	1	2	1	1	2	1	1	1
Nocatee	1	2	3	1	1	2	1	1	2	1	1	3
Ormond	1	1	2	1	1	2	1	1	2	1	1	1
Panama City	1	1	2	1	1	2	1	1	2	1	1	1
Perry	3	3	6	1	1	2	2	1	3	5	1	4
Sebring	1	2	3	1	2	3	3	3	6	3	2	1
Waldo	1	1	2	1	1	2	1	1	2	1	1	1
White Springs ..	1	1	2	1	1	2	1	1	2	1	1	1
Totals	22	14	36	16	5	21	27	9	36	11	11	11

SUMMARY
1915 - 1916

2-year Schools ..	22	14	36	16	5	21	27	9	36	11	11	11
3-year Schools ..	15	18	33	9	9	18	31	2	49	1	1	1
4-year Schools ..	11	10	21	8	4	12	20	1	31	1	1	1
4-year H. S.	128	169	297	108	116	224	257	40	481	1	1	1
Grand Total ..	176	211	387	141	134	275	335	52	697	3	3	3

SALARY OF TEACHERS.
1915-1916.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS.	Salary of Principal.	Highest Salary of Assistants.	Lowest Salary of Assistants.	Average Salary of Ass'tants.	Total Salary of the Faculty.	Number of Assistants.
Arcadia	\$ 2,000.00	\$ 1,000	\$ 600	\$ 700	\$ 6,900.00	7
Apalachicola ...	1,200.00	680	.....	.....	.....	2
Bartow	1,500.00	800	680	720	4,380.00	4
Bradentown ...	1,400.00	920	560	690	4,800.00	5
Brooksville	1,350.00	720	520	619	3,190.00	3
Clearwater	2,000.00	1,000	720	847	5,390.00	4
Delray	1,237.50	720	675	697	2,632.50	2
DeFuniak Spgs.	1,200.00	600	540	585	3,540.00	4
Dunnellon	1,000.00	.....	.....	.....	.....	2
Daytona	1,600.00	1,000	600	772	5,560.00	5
Dade City	1,200.00	680	560	630	3,720.00	4
Eustis	1,160.00	640	600	620	2,400.00	2
Ft. Lauderdale..	1,800.00	810	600	694	5,965.00	6
Ft. Meade	1,500.00	720	680	700	4,300.00	4
Ft. Myers	1,800.00	1,125	585	900	6,030.00	5
Ft. Pierce	1,000.00	680	480	610	3,440.00	4
Gainesville	1,600.00	1,200	520	740	7,520.00	8
Graceville .....	.....	.....	.....	.....	.....	.....
Jasper	1,585.00	500	480	490	2,565.00	2
Jacksonville ...	2,700.00	2,025	810	1,100	19,280.00	14
Key West	1,200.00	.....	.....	.....	.....	4
Kissimmee	1,800.00	800	600	680	4,520.00	4
Lake Butler ...	1,120.00	600	480	540	2,760.00	3
Lake City	1,400.00	640	480	575	3,700.00	4
Lakeland	1,880.00	800	680	700	5,400.00	5
Live Oak	1,400.00	600	520	560	3,080.00	3
Largo	1,350.00	1,000	520	730	4,270.00	4
Leesburg	1,500.00	560	520	540	3,140.00	3
Madison	1,000.00	800	400	600	2,800.00	3
Marianna	1,200.00	600	480	540	2,280.00	2
Miami	3,000.00	1,350	900	1,105	15,155.00	11
Mulberry	1,320.00	720	680	700	3,440.00	3
Ocala	1,800.00	800	600	712	5,360.00	5
Orlando	1,400.00	760	560	710	5,640.00	6
Palatka	1,400.00	1,000	600	760	3,686.00	3
Palmetto	1,100.00	800	600	666	3,100.00	3
Plant City	1,575.00	960	600	750	4,575.00	4
Punta Gorda ...	1,200.00	800	520	630	3,720.00	4
Pensacola	1,800.00	1,400	600	872	8,780.00	8
Quincy	1,800.00	765	720	750	4,050.00	3
Sarasota	1,300.00	680	600	640	2,580.00	2
Sanford .....	.....	.....	.....	.....	.....	4
Seabreeze	1,200.00	1,000	520	704	4,720.00	5

SALARY OF TEACHERS.
1915-1916.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS. (Continued.)	Salary of Principal.	Highest Salary of Assistants.	Lowest Salary of Assistants.	Average Salary of Assistants.	Total Salary of the Faculty.	Number of Assistants.
Starke	1,200.00	680	560	620	2,440.00	2
St. Augustine ..	1,500.00	1,000	600	760	5,340.00	5
St. Cloud	1,200.00	680	600	640	2,480.00	2
St. Petersburg..	3,000.00	1,500	570	836	14,710.00	14
Tallahassee ...	1,800.00	1,000	600	700	4,600.00	4
Tampa	2,100.00	1,500	600	855	12,370.00	12
Tarpon Springs..	1,450.00	1,200	800	1,000	3,450.00	3
Wauchula	1,400.00	900	520	670	5,420.00	6
W. Palm Beach..	2,250.00	1,125	855	997	8,235.00	6
Winter Haven..	1,320.00	680	720	699	3,400.00	3
Zephyrhills	1,080.00	600	600	600	2,280.00	2
Total	\$69,877.00	.....	.....	.....	\$252,007.00	240
FOUR-YEAR HIGH SCHOOLS WITH LESS THAN THREE TEACHERS.						
Cocoa	1,000.00	560	.....	.....	1,560.00	1
Crescent City ..	.....	.....	.....	.....	.....	.....
Ferlandina	1,200.00	500	.....	.....	1,700.00	1
Green Cove Spgs.	1,000.00	560	.....	.....	1,560.00	1
Melbourne	1,000.00	560	.....	.....	1,560.00	1
Monticello	1,200.00	480	400	440	2,080.00	2
Muscogee	800.00	600	.....	.....	1,400.00	1
Stuart	1,125.00	675	.....	.....	1,800.00	1
Titusville	1,000.00	560	480	520	2,040.00	2
Webster	1,000.00	.....	.....	.....	.....	.....
Total	9,325.00	.....	.....	.....	13,700.00	10
THREE-YEAR SCHOOLS RE- GARDLESS OF THE NUMBER OF TEACHERS.						
Alva	1,200.00	560	560	560	1,760.00	1
Apopka	880.00	560	560	560	1,440.00	1
Archer	720.00	520	520	520	1,240.00	1
Chipley	1,300.00	640	640	640	1,940.00	1
Citra	800.00	.....	.....	.....	800.00	.....
Cocoanut Grove	1,400.00	640	400	550	3,000.00	3
Eau Gallie	880.00	.....	.....	.....	880.00	.....
Fellsmere	800.00	.....	.....	.....	.....	.....
Homestead	1,100.00	600	600	600	2,900.00	3

**SALARY OF TEACHERS.
1915-1916.**

THREE-YEAR SCHOOLS RE- GARDLESS OF THE NUMBER OF TEACHERS. (Continued.)	Salary of Principal.	Highest Salary of Assistants.	Lowest Salary of Assistants.	Average Salary of Assistants.	Total Salary of the Faculty.	Number of Assistants.
Mayo	1,000.00	800	.....	.....	1,800.00	1
Micanopy	720.00	520	.....	.....	1,240.00	1
Milton	1,200.00	600	.....	.....	1,800.00	1
Trenton	1,000.00	680	.....	.....	1,680.00	1
Umatilla	800.00	480	.....	.....	1,280.00	1
Winter Garden ..	1,000.00	600	.....	.....	1,600.00	1
Winter Park ...	1,000.00	600	520	560	2,120.00	2
Total	15,800.00	.....	.....	.....	26,280.00	18
TWO-YEAR SCHOOLS WITH AT LEAST ONE TEACHER'S WHOLE TIME.						
Alachua	1,000.00	520	.....	.....	1,520.00	1
Avon Park	800.00	480	.....	.....	1,280.00	1
Bonifay	920.00	920	.....	.....	1,840.00	1
Bowling Green ..	.....	.....	.....	.....	.....	.....
Boynton	900.00	520	.....	.....	1,420.00	1
Carrabelle	800.00	.....	.....	.....	800.00	.....
Century	800.00	.....	.....	.....	800.00	.....
Freeport	800.00	.....	.....	.....	800.00	.....
Greensboro	720.00	.....	.....	.....	720.00	.....
Gretna	640.00	.....	.....	.....	640.00	.....
Hawthorn	800.00	.....	.....	.....	800.00	.....
High Springs...	900.00	.....	.....	.....	900.00	.....
Labelle	1,120.00	.....	.....	.....	1,120.00	.....
Lawtey	800.00	.....	.....	.....	800.00	.....
Lynn Haven ...	600.00	.....	.....	.....	600.00	.....
Manatee	1,000.00	600	440	506	2,520.00	3
Millville	800.00	.....	.....	.....	800.00	.....
Nocatee	900.00	600	.....	.....	1,500.00	1
Ormond	720.00	.....	.....	.....	720.00	.....
Perry	1,400.00	1,000	600	800	3,000.00	2
Panama City ...	600.00	.....	.....	.....	600.00	.....
Sebring	720.00	560	.....	.....	1,280.00	1
White Springs..	800.00	.....	.....	.....	800.00	.....
Waldo	1,000.00	.....	.....	.....	1,000.00	.....
Total	19,640.00	.....	.....	.....	25,760.00	11
1915-1916.						
2-Yr. Schools ..	19,640.00	.....	.....	.....	25,760.00	11
3-Yr. Schools ..	15,800.00	.....	.....	.....	26,280.00	18
4-Yr. Schools ..	9,325.00	.....	.....	.....	13,700.00	10
Four-Year H. S.	19,877.00	.....	.....	.....	252,007.00	240
Grand Total..	114,642.00	.....	.....	.....	317,747.00	279

LENGTH OF THE SCHOOL TERM, AND RECITATIONS, ETC.

FOUR-YEAR HIGH SCHOOLS WITH THREE OR MORE TEACHERS 1915 - 1916.	No. Weeks in School Year.	No. Recitations Weekly per Pupl.	No. Minutes for Recitations.	No. Hours in School Day.	No. Hours Labora- tory per Week.	No. Hours per Week Taught by Faculty.	No. Courses of Science Taught.	No. Courses of Foreign Languages.	Time of School Session.
Apalachicola	32	20	45	6	...	...	...	...	...
Arcadia	32	22	45	6	...	183	4	4	8:15—3:15
Bartow	32	20	45	5½	80½	82½	5	6	8:30—3:00
Bradentown	32	20	45	6	15	97	4	5	8:15—3:00
Brooksville	32	25	45	6½	3½	56½	5	6	8:15—3:00
Clearwater	32	20	45	6½	16	97	4	6	8:15—3:00
Delray	36	20	40	7½	14	26	3	4	8:30—2:30
DeFuniak Springs	32	20	45	5½	15	82	4	4	8:30—2:30
Dunnellon	32	20	45	5	8	68	3	5	8:30—3:00
Daytona	32	20	45	6½	15	98	4	8	8:15—3:00
Dade City	32	20	50	6	...	140	3	6	7:55—3:00
Eustis	32	20	45	5½	2½	60	2	5	8:20—3:00
Fort Lauderdale	36	22	45	6½	14	132	5	8	8:30—3:15
Fort Meade	36	20	45	5½	...	110	5	6	8:30—3:15
Fort Myers	36	20	45	5½	18	97½	6	6	8:15—3:05
Fort Pierce	32	22	45	5½	25	115	5	4	8:30—3:00
Gainesville	32	20	45	5½	9	160	5	8	8:15—3:00
Jasper	32	22	40	6	...	45	4	3	8:15—4:00
Jacksonville	36	20	45	5½	27	...	6	8	8:20—1:45
Key West	32	20	45	5	15	68	4	6	8:40—3:00
Kissimmee	32	20	45	5½	12	82	6	6	8:30—3:15
Lake Butler	32	20	45	6	...	73	5	4	8:20—3:15
Lake City	32	20	45	6	12	125	4	4	8:00—3:00
Lakeland	32	25	45	5½	7	137	6	5	8:30—3:15
Live Oak	32	20	45	6	10	105	5	4	7:55—2:00
Largo	32	20	45	6½	4	100	3	5	8:20—3:00
Leesburg	32	20	45	6	...	75	5	10	8:30—3:30
Madison	32	25	40	6	8	53	4	4	8:15—3:15
Marianna	32	20	45	6	4	60	3	2	8:20—3:00
Miami	36	22	45	6	16	330	4	10	8:00—2:10
Mulberry	32	20	45	5½	5½	71	6	5	8:30—3:15
Ocala	32	25	45	6	6	130	3	6	8:30—2:30
Orlando	32	20	45	5½	12	137	5	6	8:15—1:45
New Smyrna	32	20	45	7	3	67	2	5	8:30—3:25
Palatka	32	25	45	6	4	100	4	4	8:00—3:30
Palmetto	32	20	45	5½	4	...	3	4	8:15—3:00
Plant City	32	20	45	5	5	90	3	8	8:30—2:20
Punta Gorda	32	22	45	5½	4	96	4	6	8:30—3:30
Pensacola	32	20	45	6	4	...	5	7	9:00—3:00
Quincy	36	20	45	5½	9	320	4	8	8:30—2:15
Sarasota	32	20	45	5½	10	85	4	2	8:30—3:15
Sanford	32	20	45	5½	2	82	4	6	8:30—2:00
Seabreeze	32	20	45	5½	8	92	4	6	8:15—3:00
Starke	32	20	45	5½	4	50	4	2	8:30—3:00
St. Augustine	32	22	45	5	15	52	5	6	8:00—1:45
St. Cloud	32	18	45	6	...	90	3	4	8:30—3:45
St. Petersburg	32	20	45	5½	20	271	3	9	8:20—2:10
Tallahassee	32	22	45	5½	6	125	6	6	8:30—2:00
Tampa	32	20	45	5½	11	324	6	7	8:30—2:30
Tarpon Springs	32	20	45	6½	9	100	3	4	8:20—3:00
Wauchula	32	18	45	6	12	90	3	5	8:30—3:15
West Palm Beach	36	19	45	6	12	146	4	7	8:20—3:00
Winter Haven	32	20	45	5	5	90	3	6	8:30—3:00
Zephyr Hills	32	20	45	6	5	84	4	3	8:00—3:15

LENGTH, OF THE SCHOOL TERM, AND RECITATIONS, ETC.

FOUR-YEAR HIGH SCHOOLS, WITH LESS THAN THREE TEACHERS	No. Weeks in School Year.	No. Recitations Weekly per Pupil.	No. Minutes for Recitations.	No. Hours in School Day.	No. Hours Labora- tory per Week.	No. Hours per Week Taught by Faculty.	No. Courses of Science Taught.	No. Courses of Foreign Languages.	Time of School Session.
Cocoa	32	20	45	5½	4	67	1	1	8:30—3:15
Crescent City	32	20	30	6	7	56	3	3	8:30—3:30
Fernandina	32	25	40	6	...	52	4	4	8:30—3:00
Green Cove Springs....	32	25	30	5½	...	53	3	4	8:30—3:00
Melbourne	32	20	45	6	3	60	3	4	8:00—3:00
Monticello	32	20	40	6	1	60	3	4	8:15—2:30
Muscogee	32	20	40	6½	...	46	...	4	8:45—3:00
Stuart	36	20	45	6½	6½	48	3	5	8:30—3:15
Titusville	32	20	45	6	...	...	...	3	8:00—3:15
Webster	32	25	33	6	...	30	1	4	8:15—3:30

THREE-YEAR
SCHOOLS, REGARD-
LESS OF NUMBER
OF TEACHERS

Alva	32	25	45	6	...	13	...	3	8:30—3:30
Apopka	32	20	30	6	...	16	...	2	8:30—2:30
Archer	32	26	40	6	1	33½	2	2	8:00—3:00
Chipley	32	...	40	6	...	32	2	2	8:15—3:35
Citra	32	22	30	6	...	30	2	2	8:30—4:00
Cocoanut Grove	32	25	40	5½	...	32	...	1	8:00—3:00
Eau Gallie	32	20	30	6	...	30	3	...	8:30—3:50
Fellsmere	32	20	40	6	...	27½	...	5	8:30—3:30
Homestead	32	20	45	5½	3	75	2	2	8:00—3:10
Mayo	32	25	45	7	4	70	4	2	7:30—4:15
Micanopy	32	25	45	6	...	60	1	3	8:00—3:30
Milton	32	25	45	5½	...	42	2	2	8:30—3:30
Trenton	32	25	45	6	1	49	1	3	8:00—2:45
Winter Garden	32	24	45	5½	...	66	1	3	8:30—3:15
Winter Park	32	25	35	5½	...	55	3	2	8:30—3:00

TWO-YEAR HIGH
SCHOOLS, WITH AT
LEAST ONE TEACH-
ER'S WHOLE TIME

Alachua	32	25	40	6	10	...	3	2	8:15—3:30
Avon Park	32	25	40	7	...	45	2	...	8:30—3:30
Bonifay	32	20	40	6	...	30	1	2	8:00—3:15
Boynton	36	18	40	5½	10	27	7	2	8:30—3:10
Carrabelle	32	20	40	6½	...	33	...	2	8:15—3:40
Century	32	20	25	5	...	25	...	2	...
Freeport	32	20	45	6	...	30	...	2	8:00—3:00
Greensboro	32	20	37	7½	...	30	1	2	8:00—3:30
Gretna	32	20	40	6	2	30	4	2	8:00—3:15
Hawthorne	32	25	40	6	...	30	...	2	8:00—2:45
High Springs	32	25	38	5½	...	32	3	2	8:00—3:00
LaBelle	32	20	45	5½	2	35	1	...	8:00—3:30
Lawtey	32	20	40	6	...	25	...	2	8:00—3:30
Lynn Haven	32	20	40	6	...	30	...	2	8:30—4:00
Manatee	32	25	40	6	3	31	3	2	8:00—3:30
Millville	32	20	45	6	...	20	...	2	8:15—3:30
Newberry	32	20	45	6	1	30	3	1	8:00—3:00
Nocatee	32	25	40	5½	6½	42	3	2	8:15—3:15
Ormond	32	20	40	6	...	30	3	2	8:30—3:30
Perry	32	22	40	7½	...	87	3	4	8:15—3:30
Panama City	32	20	40	5½	...	30	...	2	8:30—...
Sebring	32	30	45	6	...	30	1	1	8:30—3:15
Waldo	32	25	45	6	...	30	...	3	8:15—3:30

THE LIBRARY—NUMBER OF VOLUMES, AND VALUE.

FOUR-YEAR HIGH SCHOOLS, WITH THREE OR MORE TEACHERS	History.	Science.	Gen. Literature.	Biography.	Reference.	Other Books.	Grand Total.	Value of Library.	Library in Community.
Arcadia	200	46	415	40	185	80	966	\$ 1,00	No
Bartow	250	80	225	85	300	500	1,440	1,000	Yes
Bradentown	125	25	100	10	150	....	410	500	....
Brooksville	30	18	150	26	35	44	303	350	....
Clearwater	50	18	250	50	32	....	400	350	....
Delray .....	....	....	....	....	....	....	430	320	Yes
DeFuniak Springs .....	....	....	....	....	....	....	150	....	Yes
Dunnellon	16	10	....	....	....	54	80	200	No
Daytona	315	28	155	175	64	....	737	800	Yes
Dade City	64	36	440	25	51	....	616	700	Yes
Eustis	20	23	120	9	45	....	217	225	Yes
Fort Lauderdale	34	24	150	18	67	....	293	300	Yes
Fort Meade	15	6	70	8	60	100	225	200	No
Fort Myers	111	14	317	20	37	23	522	700	Yes
Fort Pierce	22	12	50	10	31	75	200	300	Yes
Gainesville	100	80	200	75	150	....	605	700	Yes
Jasper	50	30	50	75	25	100	335	500	No
Jacksonville	170	59	217	57	102	....	605	....	Yes
Key West	135	12	1200	14	107	....	1,468	1,500	Yes
Kissimmee	70	20	50	10	30	270	450	....	Yes
Lake Butler	60	20	110	30	43	71	336	360	No
Lake City .....	....	....	....	....	....	....	1,000	1,500	No
Lakeland	125	50	100	125	100	170	670	....	No
Largo	101	42	181	19	34	....	377	400	No
Live Oak	63	25	250	40	67	15	420	....	Yes
Leesburg	30	....	45	2	31	141	253	....	Yes
Madison .....	....	....	....	....	....	....	500	375	No
Marianna	37	....	76	2	6	58	180	150	Yes
Miami	60	75	252	10	37	....	434	....	Yes
Mulberry	60	20	150	30	30	10	300	250	No
New Smyrna	13	6	115	....	39	57	230	300	Yes
Ocala	97	35	227	31	50	12	452	400	Yes
Orlando	96	10	185	15	75	125	506	....	Yes
Palatka	47	10	300	13	41	....	411	800	Yes
Palmetto .....	....	....	60	....	16	25	101	85	Yes
Plant City	25	10	150	10	50	5	250	....	No
Punta Gorda	50	....	200	....	20	....	270	300	Yes
Pensacola	150	35	225	35	135	10	580	....	Yes
Quincy	120	10	300	70	80	....	630	550	No
Sarasota .....	....	....	....	....	....	....	250	....	Yes
Sanford	150	25	225	50	....	....	500	515	Yes
Seabreeze	93	14	166	33	38	15	359	....	Yes
Starke	29	5	248	3	54	39	375	300	Yes
St. Augustine	75	25	165	25	80	100	470	500	Yes
St. Cloud	20	19	35	10	58	15	157	350	Yes
St. Petersburg	250	136	451	202	103	....	1,251	....	Yes
Tallahassee	130	61	51	35	145	478	940	....	Yes
Tampa	250	300	500	150	300	....	1,500	2,000	No
Tarpon Springs	35	25	223	40	30	....	353	200	Yes
Wauchula	30	20	175	50	50	....	325	400	No
West Palm Beach	100	40	200	100	32	100	572	800	Yes
Winter Haven .....	....	....	....	....	....	....	....	157	Yes
Zephyr Hills .....	....	....	....	....	....	....	....	200	Yes
Totals	4173	1521	9564	1835	3215	2732	25,434	20,367	....

THE LIBRARY—NUMBER OF VOLUMES, AND VALUE.

FOUR-YEAR HIGH SCHOOLS, WITH LESS THAN THREE TEACHERS	History.	Science.	Gen. Literature.	Biography.	Reference.	Other Books.	Grand Total.	Value of Library.	Library in Community.
Cocoa	...	...	...	...	6	25	100	100	Yes
Crescent City	20	4	30	4	...	...	89	100	Yes
Fernandina	...	...	...	...	30	...	...	100	Yes
Green Cove Springs	24	...	...	...	10	34	...	50	Yes
Melbourne	...	...	...	...	...	...	152	150	No
Monticello	...	...	...	...	...	...	100	100	No
Stuart	25	25	200	25	50	125	450	...	No
Titusville	25	25	150	50	10	40	300	100	Yes
Webster	2	...	...	6	46	...	54	160	No
Totals	101	59	430	95	167	239	1,245	860	.....

THREE-YEAR
SCHOOLS, REGARD-
LESS OF NUMBER
OF TEACHERS

Alva	5	...	...	...	12	...	17	25	Yes
Apopka	...	...	16	...	20	10	46	150	Yes
Archer	15	6	140	8	25	37	231	100	No
Citra	11	23	17	3	10	18	82	100	No
Cocoanut Grove	...	...	...	...	...	...	...	...	Yes
Eau Gallie	...	...	...	...	...	...	...	...	Yes
Fellsmere	...	...	...	...	...	...	246	150	Yes
Homestead	20	12	200	20	24	...	276	400	No
Mayo	...	...	...	...	...	...	...	200	No
Micanopy	50	6	100	10	20	...	...	75	No
Milton	50	5	20	10	...	...	85	100	No
Trenton	75	25	266	50	15	...	365	200	No
Umatilla	...	...	40	20	6	...	56	60	No
Winter Garden	...	...	225	...	16	10	251	75	No
Winter Park	20	15	30	15	40	...	130	60	Yes
Totals	246	92	1054	136	188	...	1,796	1,685	.....

THE LIBRARY—NUMBER OF VOLUMES, AND VALUE.

TWO-YEAR SCHOOLS WITH AT LEAST ONE TEACHER'S WHOLE TIME	History.	Science.	Gen. Literature.	Biography.	Reference.	Other Books.	Grand Total.	Value of Library.	Library in Community.
Alachua	40	23	90	28	15	.....	264	100	Yes
Avon Park	14	1	25	5	34	25	104	200	No
Bonifay .....	.....	.....	.....	.....	6	.....	.....	20	Yes
Boynton	50	50	300	50	100	300	850	600	No
Carrabelle	4	1	70	19	38	.....	132	150	No
Freeport	45	20	80	21	15	35	236	150	No
Gretna .....	.....	.....	.....	.....	.....	.....	.....	100	No
Hawthorne	31	21	174	18	26	.....	270	.....	Yes
High Springs	26	15	100	50	60	175	426	.....	No
LaBelle .....	.....	.....	.....	.....	8	.....	.....	75	No
Lawtey .....	.....	.....	25	.....	.....	.....	.....	.....	.....
Lynn Haven .....	.....	.....	.....	.....	.....	.....	64	62	Yes
Manatee	7	.....	.....	.....	31	20	58	150	Yes
Millville .....	.....	.....	.....	.....	.....	.....	.....	.....	No
Nocatee	10	5	10	4	16	15	100	100	No
Ormond	20	10	10	20	10	30	100	50	Yes
Perry .....	.....	.....	150	.....	5	100	255	60	Yes
Panama City	29	.....	15	40	12	34	130	70	No
White Springs	10	.....	9	2	20	30	71	45	No
Waldo .....	.....	.....	.....	.....	.....	.....	.....	250	No
Totals	326	146	1097	257	396	764	3,059	\$ 2,192	.....

VALUE OF LABORATORIES.

FOUR-YEAR HIGH SCHOOLS, WITH THREE OR MORE TEACHERS

	Special Rooms.	Physics.	Chemistry.	Botany.	Biology.	Gen. Science.	Dom. Science.	Man. Training.	Comm. Course.	Agriculture.	Total Value of Laboratories.
Arcadia	Yes	\$ 800.00	\$ 400.00	\$ 50.00	\$ 100.00	.....	\$ 750	\$ 850	.....	\$ .....	\$ 2,900
Apalachicola	Yes	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bartow	Yes	350.00	350.00	.....	300.00	100	300	.....	.....	.....	1,400
Bradentown	Yes	325.00	500.00	.....	65.00	35	350	.....	.....	50	1,325
Brooksville	Yes	150.00	.....	25.00	25.00	.....	.....	.....	.....	.....	200
Clearwater	Yes	500.00	400.00	.....	350.00	200	600	550	.....	.....	2,600
Delray	Yes	400.00	100.00	.....	225.00	.....	.....	180	.....	.....	905
DeFuniak Springs	Yes	250.00	150.00	25.00	.....	.....	110	.....	.....	.....	535
Dunnellon	Yes	100.00	60.00	60.00	.....	.....	200	.....	.....	.....	420
Daytona	Yes	500.00	250.00	125.00	125.00	50	1,000	275	.....	.....	2,325
Dade City	Yes	300.00	350.00	75.00	50.00	25	150	600	.....	20	1,570
Eustis	Yes	125.00	.....	.....	25.00	50	.....	.....	.....	.....	200
Fort Lauderdale	Yes	200.00	300.00	.....	75.00	.....	250	225	.....	.....	1,050
Fort Meade	Yes	100.00	50.00	15.00	15.00	.....	.....	.....	.....	.....	180
Fort Myers	Yes	275.00	500.00	75.00	25.00	.....	450	.....	.....	25	1,350
Fort Pierce	Yes	361.50	223.50	.....	50.00	15	.....	.....	450	.....	1,100
Gainesville	Yes	450.00	500.00	.....	500.00	25	100	.....	.....	.....	1,175
Jasper	No	.....	.....	.....	.....	110	.....	.....	.....	.....	110
Jacksonville	Yes	1,50.00	1,500.00	500.00	200.00	300	1,500	2,000	.....	.....	7,500
Key West	Yes	150.00	125.00	.....	75.00	100	.....	.....	.....	.....	450
Kissimmee	Yes	350.00	100.00	15.00	50.00	10	.....	.....	.....	.....	525
Lake Butler	Yes	210.00	160.00	.....	132.00	.....	.....	.....	.....	.....	502
Lake City	Yes	500.00	200.00	50.00	50.00	100	.....	.....	500	50	1,450
Lakeland	Yes	600.00	500.00	200.00	100.00	50	275	.....	100	.....	1,825
Live Oak	Yes	150.00	100.00	50.00	50.00	50	.....	.....	.....	.....	400
Largo	Yes	450.00	.....	.....	350.00	.....	550	500	.....	.....	1,850
Leesburg	Yes	150.00	50.00	25.00	25.00	25	150	.....	.....	.....	425

Madison		75.00		50.00		150			275		
Marianna	Yes	300.00		110.00					400		
Miami	Yes	600.00	800.00	225.00	150	1,000	500	2,500	5,775		
Mulberry	Yes?	115.00	200.00	40.00					355		
Ocala	Yes	150.00		75.00	25	500			750		
Orlando	Yes	275.00	200.00	100.00	75		450		1,100		
New Smyrna	Yes	240.00		20.00					260		
Palatka	Yes	150.00	150.00	25.00					250		
Palmetto	Yes	175.00	75.00		25				350		
Plant City	Yes	500.00	250.00	50.00	50.00		1,000		2,350		
Punta Gorda	Yes	250.00	50.00	50.00		150			500		
Pensacola	Yes	300.00	150.00	50.00	75	125		700	1,475		
Quincy	Yes	300.00	250.00	200.00	100			50	1,000		
Sarasota	Yes	1,150.00	150.00		50	200	150		1,700		
Sanford	Yes	275.00	50.00	50.00	10				385		
Seabreeze	Yes	275.00	110.00	25.00		250	250		910		
Starke	Yes	40.00	40.00	35.00					115		
St. Augustine	Yes	400.00	500.00	250.00	150		400	600	2,600		
St. Cloud	Yes	200.00	200.00						400		
St. Petersburg	Yes	800.00	300.00	400.00	100	100	1,500		4,100		
Tallahassee	Yes	175.00	250.00		150	600		600	1,775		
Tampa	Yes	2,000.00	1,200.00	500.00	200.00	300			4,200		
Tarpon Springs	Yes	400.00			350	600	800		2,150		
Wauchula	Yes	350.00		100.00	50	500	500	50	1,600		
West Palm Beach	Yes	700.00	800.00	500.00		800	1,500	700	5,000		
Winter Haven	Yes	300.00	100.00	100.00	75				575		
Zephyr Hills	Yes	150.00	50.00	15.00		25			240		
Totals		\$19,891.50	\$12,893.50	\$2,525.00	\$6,487.00	\$2,630	\$13,935	\$11,780	\$7,000	\$195	\$74,862
FOUR-YEAR HIGH SCHOOLS, WITH LESS THAN THREE TEACHERS.											
Cocoa	No	200.00		5.00							205
Crescent City	No	100.00		20.00	10		30				160
Fernandina	Yes	150.00		75.00							225
Green Cove Springs							33				33
Melbourne	No	100.00	200.00						50		350
Monticello	Yes	75.00						50	10		135
Stuart	No	150.00				75	100				325
Titusville	No										
Webster	No										
Totals		775.00	200.00	100.00	10	75	163	50	85		1,433

VALUE OF LABORATORIES.

THREE-YEAR HIGH SCHOOLS, REGARDLESS OF THE NUMBER OF TEACHERS.

	Special Rooms.	Physics.	Chemistry.	Botany.	Biology.	Gen. Science.	Dom. Science.	Man. Training.	Comm. Course.	Agriculture.	Total Value of Laboratories.
Alva							100				100
Apopka	Yes										
Archer	No	500.00			300.00						800
Citra	No										
Cocoanut Grove	No				40.00						
Eau Gallie	No						200	150			390
Homestead	Yes		200.00			60					60
Mayo	No	200.00					250	250			700
Micanopy	No										
Milton	Yes					75					275
Trenton	No	175.00									175
Umatilla	Yes	50.00		25.00	25.00					10	135
Winter Garden	No			25.00	25.00	25					50
Winter Park	No				100.00	50					100
Totals		925.00	200.00	50.00	490.00	210	550	400		10	2,835

TWO-YEAR HIGH SCHOOLS, WITH AT LEAST ONE TEACHER'S WHOLE TIME.

Alachua	No	100.00		25.00	35.00	20	40		20	230
Avon Park	Yes				75.00	25	225			\$25
Bonifay	No									
Boynton	Yes	125.00	125.00	125.00	125.00					500
Carrabelle	No									
Century	No									
Freeport	No									
Greensboro	No	15.00	15.00			5				35
Gretna	No					50				50
High Springs	No									

LaBelle	Yes				150.00						150
Lawtey	No										
Lynn Haven	No										
Manatee	Yes						150				150
Millville	No										
Newberry	No										
Nocatee	Yes					75	800	250			775
Ojus	No				150.00		25				25
Ormond	No										
Perry	Yes										100
Sebring	Yes	75.00			25.00	150	200				350
White Springs	No										
Waldo	Yes										40
Totals		40.00				325	930	250		20	2,730

SUMMARY — 1915-1916.

Two-year Schools	255.00	140.00	150.00	550.00	325	930	250		20	2,730
Three-year Schools	925.00	200.00	5.00	490.00	210	556	400		10	2,835
Four-year Schools	475.00	200.00		100.00	10	75	163	50	185	1,433
Four-year High Schools								7,000	195	
Grand Total								7,050	300	

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VALUE OF HIGH SCHOOL PROPERTY AND REVENUE.

	Value of the Library.	Value of the Laboratory	Value of the Whole High School Property Including build- ing and equip- ment.	Total Revenue for Maintaining High School.
Arcadia	\$ 1,000	\$ 2,900	\$ 72,500	\$ 8,226
Apalachicola			30,000	.....
Bartow	1,000	1,400	53,500	4,580
Bradentown	500	1,325	46,000	5,200
Brooksville	350	200	30,000	11,000
Clearwater	350	2,600	.....	7,500
Delray	320	905	2,720	.....
DeFuniak Springs		535	25,000	3,000
Dunnellon	200	420	16,000	.....
Daytona	800	2,325	55,000	6,125
Dade City	700	1,570	20,000	11,110
Eustis	225	200	12,000	2,910
Ft. Lauderdale	300	1,050	35,000	5,000
Ft. Meade	200	180	50,000	4,000
Ft. Myers	700	1,350	45,000	9,000
Ft. Pierce	300	1,100	.....	4,000
Gainesville	700	1,175	125,000	9,020
Graceville .....			.....	.....
Jasper	300	110	.....	2,340
Jacksonville		7,500	.....	.....
Key West	1,500	450	70,000	3,500
Kissimmee		525	15,000	3,880
Lake Butler	360	502	20,000	2,360
Lake City	1,500	1,450	50,000	5,000
Lakeland		1,825	100,000	.....
Live Oak		400	15,000	3,180
Largo	400	1,850	30,000	5,000
Leesburg		425	45,000	3,500
Madison	375	275	15,000	3,320
Marianna	150	400	30,000	2,280
Miami		5,775	80,000	16,000
Mulberry	250	355	30,000	3,555
Ocala	400	750	125,000	6,640
Orlando		1,100	55,000	6,940
New Smyrna	300	260	5,000	2,080
Palatka	800	350	10,000	4,180
Palmetto	85	250	32,000	2,600
Plant City		2,350	60,000	5,000
Punta Gorda	300	500	25,000	7,000
Pensacola		1,475	40,000	9,325
Quincy	550	1,000	30,000	5,430
Sarasota		1,700	25,000	2,600
Sanford	515	385	.....	5,960

VALUE OF HIGH SCHOOL PROPERTY AND REVENUE.

	Value of the Library.	Value of the Laboratory Apparatus.	Value of the Whole High School Property Including build- ing and equip- ment.	Total Revenue for Maintaining High School.
Seabreeze		910	12,000	2,765
Starke	300	115	40,000	4,240
St. Augustine	500	2,600	125,000	8,000
St. Cloud	350	400	10,000	6,250
St. Petersburg		4,100	50,000	17,000
Tallahassee		1,775	72,050	12,880
Tampa	2,000	4,200	75,000	16,000
Tarpon Springs	200	2,150	20,000	6,000
Wauchula	400	1,600	20,000	5,420
West Palm Beach.....	800	5,000	45,000	.....
Winter Haven	157	575	36,000	.....
Zephyrhills	200	240	5,500	6,200
Total	\$ 20,307	\$ 74,967	\$ 2,915,370	\$ 287,286

FOUR-YEAR HIGH
SCHOOLS, WITH LESS
THAN THREE
TEACHERS.

Cocoa	100	205	7,000	.....
Crescent City	100	160	15,000	1,200
Fernandina	100	225	14,000	5,800
Green Cove Springs	50	193	20,000	.....
Inverness .....				.....
Melbourne	150	350	3,000	1,560
Monticello	100	135	25,000	4,400
Muscogee			5,000	1,400
Stuart.....		325	10,000	2,100
Titusville	100			.....
Webster	160		16,000	1,000
Total	\$ 860	\$ 1,593	\$ 115,000	\$ 17,060

THREE-YEAR
SCHOOLS, REGARD-
LESS OF THE NUM-
BER OF TEACHERS.

Alva	\$ 25	\$ 100	\$ 18,000	\$ 1,660
Apopka	150		3,000	.....
Archer	100	800		920
Chipley			30,000	.....
Citra	100		15,000	.....
Cocoanut Grove.....		390	18,000	1,500
Eau Gallie		60	7,500	3,994
Homestead.....	400	700	28,000	2,850
Mayo	200	275	15,000	4,000
Micanopy	75		5,000	.....

VALUE OF HIGH SCHOOL PROPERTY AND REVENUE.

THREE-YEAR SCHOOLS REGARD- LESS OF THE NUM- BER OF TEACHERS (Continued.)	Value of the Library.	Value of the Laboratory Apparatus.	Value of the Whole High School Property Including build- ing and equip- ment.	Total Revenue for Maintaining High School.
Milton	100	175	36,000	2,050
Trenton	200	135	8,000	1,680
Umatilla	50	50	20,000	1,350
Winter Garden	75	50	8,000	.....
Winter Park	60	100	3,500	1,600
Fellsmere	150	.....	.....	.....
Total	\$ 1,685	\$ 2,835	\$ 214,000	\$ 21,204
TWO-YEAR SCHOOLS, WITH AT LEAST ONE TEACHER'S WHOLE TIME.				
Alachua	\$ 100	\$ 230	\$ 11,000	\$
Avon Park	200	325	20,325	1,250
Blountstown .....	.....	.....	.....	.....
Bonifay	20	.....	700	1,740
Bowling Green .....	.....	.....	.....	.....
Boynton	600	500	17,000	5,700
Carrabelle	150	.....	3,960	3,373
Fellsmere .....	.....	.....	.....	.....
Freeport	150	.....	3,500	2,480
Greensboro .....	.....	35	3,750	770
Gretna	100	50	3,000	1,800
Hawthorne .....	.....	.....	5,000	1,800
High Springs .....	.....	.....	7,000	.....
LaBelle	75	150	35,000	.....
Lawtey .....	.....	.....	15,000	.....
Lynn Haven	62	.....	.....	600
Manatee	150	150	25,000	1,210
Millville .....	.....	.....	2,000	4,400
Nocatee	100	775	20,000	3,650
Ormond	50	.....	2,500	90
Perry	60	100	31,000	3,000
Panama City	70	.....	.....	.....
Sebring .....	.....	350	20,000	.....
White Springs	45	.....	.....	.....
Waldo	250	40	4,500	.....
Total	\$ 2,182	\$ 2,705	\$ 231,335	\$ 30,063
SUMMARY—1915-1916				
2-Year Schools	\$ 2,182	\$ 2,705	231,335	.....
2-Year Schools	1,685	2,835	214,000	.....
4-Year Schools	860	1,593	115,000	.....
4-Year H. S.	20,370	74,967	2,915,370	.....
Grand Total	\$ 25,097	\$ 82,100	\$ 3,475,705	.....

CHAPTER VI.

RURAL SCHOOL INSPECTORS.

Upon the urgent plea of the State Superintendent of Public Instruction, the Legislature enacted Chapter 6539, Acts of 1913, creating the positions of two State Rural School Inspectors.

The first appointees to these positions were Captain Geo. M. Lynch, of Gainesville, and Hon. Shelton Philips, Ex-Superintendent of the schools of Levy County, of Wiliston. Both entered upon the discharge of the duties of the positions July 1, 1913.

Reports of their work, from date of appointment to January 1, 1915, are published in Chapter VI. of the Report of the State Superintendent of Public Instruction for the two years, ending June 30, 1914. Both of the original appointees continued to serve in these positions until September 1, 1915, when Captain Geo. M. Lynch resigned to resume the work of teaching.

HON. ROBT. L. TURNER APPOINTED.

On the resignation of Captain Lynch, Hon. Robt. L. Turner, of Inverness, who was then filling the position of Superintendent of Public Instruction of Citrus County since January, 1901, was appointed and began the discharge of the duties of the position September 1, 1915.

EFFICIENT SERVICE.

Each of these three men rendered faithful and efficient service in these positions, striving for the betterment of the condition of the rural schools of the State. The latter statement is made so strong; first, because the State Superintendent had the privilege of accompanying each of these men on tours of inspection for several weeks in as many as eleven counties of the State, and was an eye witness to that of which he testifies; second, because of the many commendations of the work of each which he has heard; third, because of the many letters written the Department from all parts of the State commendatory of their work; fourth, because of the many urgent appeals of county school officials where each had worked to send one of them again. Such requests were so numerous that it was impossible to fill all demands for the services of these inspectors.

It is deemed unnecessary to give here an outline of the duties and services of the Inspectors, as the report of each immediately follows, and the reader can gather this information himself by reading their reports.

THEIR REPORTS.

The report of each of these Inspectors is printed just as made. Besides these general biennial reports, each has made to the State Department a weekly written report of his work for the week, and reported the general condition of all educational affairs in the county visited.

Attention is directed to some brief testimonials, commending the work of these Inspectors, printed in the closing pages of this Chapter under the head of *Endorsements*.

The State Superintendent will consume no space in endorsing the Inspectors further than to say, that he, himself, believes that it was wise legislation which created these positions, and he confidently believes that it will

soon be recognized by all as a great service rendered the rural schools of the State. No stronger endorsement could be offered than to call attention to the fact, that among the Recommendations of the State Superintendent in Chapter II of this report is an urgent plea for a continuance of the positions of Rural School Inspectors.

REPORT OF INSPECTOR SHELTON PHILIPS

Williston, Fla., Jan. 1, 1917.

Hon. W. N. Sheats, LL. D.,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:

I have the honor to submit herewith the report of my work as one of the State School Inspectors for the period beginning January 1, 1915 and ending January 1, 1917.

Since the day of my appointment to the position of State Rural School Inspector to the present time I have not thought or tried to impress others with the idea that the position carried with it detective duties or police powers, but was an office designed primarily to assist school officials in constructive work, and also give the public suggestions for school improvement, locally and generally. I have been met with every courtesy and consideration, and wish to thank all with whom and for whom I have worked because of their generous co-operation and sympathy. One of the perplexities I meet with is to be able to respond to all the calls upon my time and service coming from these sources.

My last report was made January 1, 1915. From then until the close of the scholastic year, June 30, 1915, I visited schools in the following counties, viz; Holmes, Bay, Madison, Jefferson, Taylor, Leon, Calhoun, Escambia, Santa Rosa, Walton, Jackson, Gadsden, Wakulla and Pasco,—14 in all.

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From July 1, 1915 to January 1, 1917, I have visited schools in the following counties, viz; Baker, Bay, Brevard, Calhoun, Clay, Columbia, DeSoto, Duval, Dade, Gadsden, Jefferson, Jackson, Lafayette, Levy, Leon, Liberty, Lee, Madison, Manatee, Marion, Nassau, Okaloosa, Polk, Palm Beach, St. Lucie, Suwannee, Walton, Wakulla and Washington, 29 in all, or a grand total of 43 counties during the past two years.

The foregoing does not represent the full amount of visitations made to counties, for in many cases, I have made return trips to certain counties to engage in some follow-up work or to participate in local fights for the creation of special tax districts and bonding elections. Therefore, I have made as high as two and three trips to some counties because of these local demands. Again, I have made several visits to counties in order to meet the school board members, either upon their request or upon my own initiative. At these times discussions would be held upon measures for the improvement of their system of schools, plans for proposed buildings, or economy in expenditure of funds. In this way I have met the members of 23 different school boards in the past two years.

I find that more can be accomplished, that has lasting results, if members of school boards can be induced to accompany the county superintendent and myself upon the trips to schools of their respective counties, for it is then that the actual condition of crowded buildings, improper light and ventilation, lack of uniformity of work, retardation of pupils, insufficient school supplies, unsanitary surroundings, etc., can be best brought to the attention of those who alone can apply the remedy.

The next best strategic point is the Teachers' Institute, for here we have assembled those who are at last charged with the responsibility of instructing the youth of the land. I have met and helped in 25 County Teachers' Associations and Institutes and have talked to over 800 teachers upon these occasions.

In respect to importance, place the work with school boards as coming first; that of the work with the teacher next; and that with the community last. This is not made upon any relative value basis, but purely because of the fact, which is patent to all, that the school board in our State has supreme authority in the matter of assignments, orders, plans, rules for guidance, control and distribution of funds, etc.

The school boards of Florida expend more than three millions of dollars annually in the "Administration" and "Schools Proper" departments. This is on an average, one-third of the taxes of each county. They alone have control of the work that is trying to meet the educational demands of today and stimulate, as well as educate 135,883 white children enrolled in the schools of Florida.

Can we conceive of a more important work than that which is associated with a body so empowered, and should not the work of the State Department of Education be first directed towards the proper view point and correct plans for those who thus sit in authority?

To further accentuate the importance of work with school boards, may I but mention the additional fact that too often men are chosen for these positions who, while earnest and conscientious, are without many of the qualifications for the work. In many cases men are chosen for this position who themselves are without educational endowments. Some can scarcely read and write; others have had no experience in conducting any business beyond that involved in a one-horse farm; others feel their official duty is met when they try to secure for their respective districts as great a division of the school fund as possible; a large part will not look beyond the present term and will modify regulations to suit every call or demand made by a selfish public; one county board will refuse to supply the essentials; another will supply to all schools even the washing soda for cleansing floors; some will not build a

school house without consulting competent authority, while others will make the appropriation of money for this purpose and allow the community to put up any kind of a building, regardless of rules for light and space and ventilation and school room illumination. And the people rule or think they do. In all my official inspection and visitation I do not find a case of suspicious misuse of the people's money on the part of school board members. I really believe the members of the different school boards of our State are honest and, if they knew, would work faithfully to that end. *

So long as we choose men for school boards who do not judge accurately, manage economically, plan broadly and sympathize humanly, so long will the true function of our public school system be largely lost to our State, the children and economic life.

More than ever before are we realizing that the mighty changes in our industrial and social atmosphere demand that a deeper and more significant interpretation be placed upon our definition of education.

In the 43 counties above reported I have visited 491 schools, thus making an average of a little over 11 schools to the county. In some I visited as many as 24 schools; in others as few as 5 schools. Where the number was as low as 5 schools, I made return trips to that county.

In my work above reported I have traveled by buggy and auto 5,185 miles and by train 17,825.

EXAMINATION OF PUPILS.

My work with pupils while on official inspection usually consisted in giving to them work either out of the regular grade or submitting questions of a plain and practical nature. The tests would have regard not so much to the actual grade-work as it would to subject-matter; for instance, in arithmetic, examples would be given to test

pupils' application of rules and knowledge of principles as these applied to the realities and conditions of life. Testing pupils along this line of practical work would lead into the subject of buying and selling; invoices with certain discounts allowed; selling with certain commission allowances; profit and loss examples to determine the per cent of gain or loss; find the amount and cost of wire fence to inclose a given tract; cost of a given number of bundles of fodder, with the farmers' rule of weighing a few bundles to form basis of calculation for the whole; finding the number of fence rails in a given distance, giving the number of rails and their reach in a double panel; tests in proper solution and analysis of examples that would demonstrate how well children had been trained in these particulars. It is no indictment against our teachers when I say that less than 10 per cent of the pupils would correctly work and properly solve the problems while fully one-third would give no evidence of having any knowledge of the matter involved; and still it brings up the question as to whether the schools are training children to meet the actual conditions of every day life. Such examples would be given pupils of the seventh, eighth, and where found, the ninth grade, including, also, the advanced sixth.

Like work would be given in grammar, geography, history and spelling. In these subjects the results were a little more gratifying.

COURSE OF STUDY.

I find an undue pressure brought to bear upon the teachers to complete a certain amount of laid-out work for the term and usually stated in the county course of study. The work of pressing children through a grade in the country schools, one grade for each term of school, has placed a premium on speed and lessened in a corresponding degree the thoroughness which all feel should

be given. To inquiries into this matter, teachers readily reply that the parents and school superintendent require just so many pages to be gone over during the term and before promotion is allowed. They also feel that the measure of their success is determined from this fact of whether children are promoted to the next higher grade during the term. Some teachers are trying to make themselves distinguished in this sense, by accomplishing two grades in a term. Indeed, many of the teachers state that unless pupils are promoted at the end of a term their standing as a teacher is in jeopardy with school officials and parents.

IMPROPER CLASSIFICATION.

In many of the schools another criticism may be made, namely; that of irregularity of advancement of pupils. By this I mean that some pupils are found in the 5th grade in one subject and in the 7th grade in other subjects. This leads to the necessity of proper classification, or grading pupils. The course of study was designed, partly, to prevent such irregularities and would do so, if county school authorities would stress this matter and teachers would regard the instructions in many cases of county superintendents. We do not care to make a fetich of a course of study but we do insist that it is a guide worthy of the attention of those who are to follow and teach.

STATE COURSE OF STUDY.

For the reason that those who go from one part of a county to another section or from one county to another find different standards and requirements, there should be some definiteness in the matter of what is taught in each of the eight elementary grades; therefore, we think there should be a State Course of Study prescribed for the common schools. The reason for this is more apparent since we have a State Uniformity of Text Books.

PROMOTION OF PUPILS.

If all teachers were entering the work as a profession, and approached their task with high notions of duty and sacredness, and were further qualified educationally and professionally, then the matter of when and how pupils should be promoted would be largely settled. Even then, it would not be a hint against their work if some scheme should be adopted to help in this work of standardizing promotions. Everywhere, in towns and country, parents and teachers acknowledge that pupils are promoted before being prepared for the next higher grade. It is not to be understood that, aside from all else, some one plan will save the situation or bring relief to this condition, yet I feel it would materially help if counties everywhere would adopt some plan that has a definite basis of promotion of pupils. This is made the more necessary when we find individual teachers promoting pupils, *ipse dixit*, at the end of a term, it matters not whether pupils attended school regularly or for a like number of months throughout the county—some counties give five months, others give six, and others give seven, as a school term. Is it to be wondered at if pupils are not satisfactorily graded and promoted when teachers, regardless of the length of the term, do promote at the end of the school? Daily tests, monthly and bi-monthly tests, and final examinations should be so combined as to reach an unbiased and impartial result.

BETTER TEACHERS FOR THE RURAL SCHOOLS.

One of the surest ways, if not the only way, to improve the rural schools is to have better rural teachers. The only way to have better rural teachers is to give the fullest opportunity for their preparation, and require by law all who aspire to teach to make due preparation, and then

pay the teachers a salary commensurate with the service rendered. The United States Commissioner of Education says: "A six months' term of school with a professionally trained teacher at a salary of \$100 per month is a longer term and a better and cheaper school than a twelve months' term with a teacher of poor scholarship and no professional training at a salary of \$50 per month."

The National Education Association stated in a resolution passed at its last session, New York City, July, 1916: "The National Education Association calls the attention of the American people to the fact that teaching is a profession, demanding for its successful practice a technical training that will put the teacher in possession of professional standards; that these professional standards can be maintained only by the employment of superintendents, supervisors and teachers who have unquestioned professional qualifications for their work; that members of the teaching profession can have but one client, the public."

The data that I have are not sufficient for an absolute statement, but is sufficient for me to know that 30 per cent of our teachers have less than a Junior High School education, and 65 per cent have no professional training, unless we include the attendance at Summer Schools.

One county in the State has 85 per cent of its teachers holding either a second or third grade certificate; another has 35 per cent holding only a *third* grade. The following table is not complete, but is reliably made up from reports submitted:

In five counties, 80 to 85 per cent hold second or third grade certificates; in two counties, 75 to 80 per cent; in two counties, 70 to 75 per cent; in twelve counties, 60 to 65 per cent; in two counties, 55 to 60 per cent; in twelve counties, 50 to 55 per cent; in six counties:

40 to 45 per cent; in five counties, 35 to 40 per cent; in three counties, 30 to 35 per cent; in one county, 11 per cent.

Some counties have as high as 35 per cent of their teachers holding third grade certificates; others, 32 per cent; others, 31 per cent. One county has only a little over 3 per cent.

Rural school progress will be retarded so long as practically one-third of the teaching force holds no higher evidence of scholarship than is covered in a third grade teachers' certificate.

I wish to make an earnest plea for the professional training of teachers for all schools, and more especially for the rural schools, because of the large number of pupils found in the country. Think of it, over 47,000, or 41 per cent, of the white children of Florida are found in the smaller country schools, those with one and two teachers, and if we included those who are in attendance upon the larger country schools, the per cent would be between 60 and 63. This would mean that out of every 100 white children in Florida, 60 are found in the country. To this add the other fact that these children are being taught by teachers 60 per cent of whom have had no training beyond a local or county school, and where the word "training" is not separated from the sole object of securing a teacher's certificate at the end of the term.

Can we expect great things for our State under conditions of over-crowded and poorly equipped school rooms, houses erected without regard for laws of light and ventilation, unattractive surroundings, unsanitary and dirty conditions, to which are sent teachers without hope of reward or fear of punishment, holding third grade teachers' certificates obtained through a "certificate mill"? When shall the time ever come to the children of Florida that they may say, as David of old (paraphrasing): "The

pay the teachers a salary commensurate with the service rendered. The United States Commissioner of Education says: "A six months' term of school with a professionally trained teacher at a salary of \$100 per month is a longer term and a better and cheaper school than a twelve months' term with a teacher of poor scholarship and no professional training at a salary of \$50 per month."

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teacher is my shepherd; yea, though I walk through the valley of shadows and of uncertainties, I will fear no evil, for thou art with me."

The State College for Women and the University of Florida are doing their full duty in the way of trying to encourage the attendance upon the Teachers' College and also the Spring Term Review Course. With all that these two admirable institutions are doing, as well as the work of the private schools of the State, and those supported in whole or in part by the religious denominations of Florida, still we are confronted with the fact that a small percentage of the teachers avail themselves of these excellent opportunities, whether from poverty or indifference is not now under discussion.

TEACHER-TRAINING IN THE HIGH SCHOOLS.

To help the situation, the last Legislature made provision by conditional appropriation for teacher-training in high schools. From the best information I have in hand, it would appear that not many counties have availed themselves of this provision. So far less than 300 have been enrolled in the several training departments. We had enlisted in 1914 in the teaching profession in Florida (Biennial Report, page 116) 3,823 white persons, 19 per cent of whom are graduates of Normal Schools. By this same report 844 attended the Summer Schools, that is, 22 per cent of the white teachers attended a training school. By the same report, page 130, a little over one-third subscribed for a school journal. Of the number who complete a course in either the Summer Schools or Teachers' College, the per cent who go out to the country to teach reaches the vanishing point. The "call" of the town and city has taken away from the country our best minds and talents and training. Except for the lack of money, there is no reason why the child in town and city

should be taught by a trained teacher and supplied with every comfort and allow the child in the country to be neglected.

The people in the country will never feel that chances in life are equal so long as these inequalities exist. The people are now demanding that conditions be changed and higher education than the common school be offered their children.

The country has 60 per cent of the white children of the State, yet towns and cities have 88 per cent of the pupils in the high schools, or those who are above the eighth grade, leaving only 12 per cent in the country who have advanced above the eighth grade. The country has pupils in the ratio of 6 to 4, and high school advantages in the ratio of 1 to 7.

The following percentages of pupils are today being taught in the small country schools of our State, as follows: Two counties have between 80 and 85 per cent; two counties have between 75 and 80 per cent; three counties have between 70 and 75 per cent; two counties have between 65 and 70 per cent; five counties have between 60 and 65 per cent; three counties have between 55 and 60 per cent; three counties have between 50 and 55 per cent; five counties have between 45 and 50 per cent; five counties have between 40 and 45 per cent; four counties have between 35 and 40 per cent; four counties have between 30 and 35 per cent; two counties have between 25 and 30 per cent; one county has between 20 and 25 per cent; three counties have between 15 and 20 per cent; three counties have between 10 and 15 per cent; one county has only 7 per cent; one county has as high as 88 per cent.

RURAL SCHOOL HOUSES.

The school houses in the country are, upon an average, less adequate for their use than are prisons, jails, asylums or dairy barns for their use.

The most glaring defect met with is in the matter of lights. I found 161 school rooms having open windows in front of pupils or that admitted glare with more or less intensity in the faces of the pupils in the entire room.

I found 40% of the school rooms without proper shades over the windows, and in a large number of cases, children are exposed on the two outer rows next to the windows to the direct rays of the sun, even in the hottest of our summer days. These must patiently wait until Old Mother Earth has kindly turned the school house at a different angle to the scorching sun ere these pupils may find any relief.

The next defect which stands out as one of the most distressing to pupils and their comfort is found in the fact that windows are without the means of being lowered at the top. I found 285, or nearly 60% visited, without weights and cords, and therefore no means of giving natural ventilation to school rooms. The windows themselves are usually small, filling a $4\frac{1}{2}$ or 5-foot opening, and so placed as to give a glare in the room and upon the blackboards.

In most cases the school boards have painted school houses on the outside but seem not to have deemed it necessary to add this attraction to the rooms on the inside. I found 365 buildings painted on the outside and less than one-fourth of these had received any paint on the inside. Even in the matter of paint for the inside, the mistake was made of having, in instances, white prevails throughout the entire room; sometimes, green would be used. To this glare of white paint in the school rooms if we add the further distress caused by no ventilation and stuffy atmosphere, plus the physical discomfort of having to sit in the sun's rays part of the day, and we come to the conditions which give pupils that heavy and dull feeling, if not headache, which so many have confessed to me they feel by the middle of the day or afternoon.

CLOAK ROOMS.

Probably no single feature of rural school construction has received so scant attention as the provisions for the care of wraps and articles of extra clothing of school children. In the majority of schools visited no cloak rooms were found, the class room walls being utilized for this purpose. In other instances the cloak rooms were mere make-shifts, too small for the purposes intended, and also used as a storage place for discarded furniture. Less than 50 houses out of 491 visited have arrangements for taking care of wraps, cloaks and dinner baskets.

Those who plan school houses seem to regard the cloak-room as utter useless, or else these lived under the impression of economy while providing funds for erecting the country school house. An additional cost of \$15 will take care of this necessary part of our buildings in the country.

OUTSIDE TOILETS OR PRIVIES.

In the majority of the rural schools there are no arrangements for the safe disposal of the excreta. It is not true, as some have charged, that our schools in the country are generally without toilets or privies, but it is true that the ones which are provided are in most cases, not of the proper construction, and certainly are poorly kept. I found 186 privies in a condition that beggars description, old, in bad state of repair, filthy, their condition not supervised by teacher or trustees. Pupils would be better off in morals if the little ones could escape the language sometimes found in these places.

It is difficult to get authorities to erect houses for this purpose that conform to the regulations and specifications of the State Board, but there can be no excuse for filth, obscenity and utter disregard of conditions. such places are the breeders of vice and vermin; health and morals demand a change.

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I found 40% of the school rooms without proper shades over the windows, and in a large number of cases, children are exposed on the two outer rows next to the windows to the direct rays of the sun, even in the hottest of our summer days. These must patiently wait until Old Mother Earth has kindly turned the school house at a different angle to the scorching sun ere these pupils may find any relief.

The next defect which stands out as one of the most distressing to pupils and their comfort is found in the fact that windows are without the means of being lowered at the top. I found 285, or nearly 60% visited, without weights and cords, and therefore no means of giving natural ventilation to school rooms. The windows themselves are usually small, filling a $4\frac{1}{2}$ or 5-foot opening, and so placed as to give a glare in the room and upon the blackboards.

In most cases the school boards have painted school houses on the outside but seem not to have deemed it necessary to add this attraction to the rooms on the inside. I found 365 buildings painted on the outside and less than one-fourth of these had received any paint on the inside. Even in the matter of paint for the inside, the mistake was made of having, in instances, white prevails throughout the entire room; sometimes, green would be used. To this glare of white paint in the school rooms if we add the further distress caused by no ventilation and stuffy atmosphere, plus the physical discomfort of having to sit in the sun's rays part of the day, and we come to the conditions which give pupils that heavy and dull feeling, if not headache, which so many have confessed to me they feel by the middle of the day or afternoon.

CLOAK ROOMS.

Probably no single feature of rural school construction has received so scant attention as the provisions for the care of wraps and articles of extra clothing of school children. In the majority of schools visited no cloak rooms were found, the class room walls being utilized for this purpose. In other instances the cloak rooms were mere make-shifts, too small for the purposes intended, and also used as a storage place for discarded furniture. Less than 50 houses out of 491 visited have arrangements for taking care of wraps, cloaks and dinner baskets.

Those who plan school houses seem to regard the cloak-room as utter useless, or else these lived under the impression of economy while providing funds for erecting the country school house. An additional cost of \$15 will take care of this necessary part of our buildings in the country.

OUTSIDE TOILETS OR PRIVIES.

In the majority of the rural schools there are no arrangements for the safe disposal of the excreta. It is not true, as some have charged, that our schools in the country are generally without toilets or privies, but it is true that the ones which are provided are in most cases, not of the proper construction, and certainly are poorly kept. I found 186 privies in a condition that beggars description, old, in bad state of repair, filthy, their condition not supervised by teacher or trustees. Pupils would be better off in morals if the little ones could escape the language sometimes found in these places.

It is difficult to get authorities to erect houses for this purpose that conform to the regulations and specifications of the State Board, but there can be no excuse for filth, obscenity and utter disregard of conditions, such places are the breeders of vice and vermin; health and morals demand a change.

Every boy and girl should have the fullest opportunity to develop into a trained and intelligent citizen, and a definite plan for encouraging this class of our citizenry should receive the first consideration of our school authorities and legislators. The rural school does not have the influence it should have. Where so large a per cent of our school population are found in the country, it becomes the manifest duty of our people to give to these advantages commensurate with their needs. Tradition as well as indifference is holding our schools at a level far below the standard of real, efficient work, and consequently far below satisfactory results. It is not in accord with progress that country schools should be held down to the level of conditions of forty years ago and refuse to yield to the demands of the present because of local sentiment that wishes to perpetuate the ideas and practices of the "old school." Neither is it just to the large element who live in the country to be compelled to carry out the same plan and scope of education that is made and fixed for city life.

I believe it is pretty generally admitted by those who have given the matter serious consideration:

1. The country school is our greatest problem.
2. The school in the country is not keeping pace with the school in the city.
3. The children should be taught in terms of home problems and home-making.

There should be a State-wide rural school campaign started on such a scale that it will be the one thing talked about, read about, preached about throughout the land. I would recommend that the State engage in an undertaking, conjointly with the several counties, that shall arouse the whole people in the common cause of school betterment, especially for the country, upon the following lines:

1. Professionally trained teachers for all the schools; specially trained teachers for the rural schools.

2. Qualifications for leadership in the county school officials.

3. Employment of teachers conditioned upon the completion of either a Junior or Senior High School course, in addition to the certificate obtained under the laws. Fixing age limit of teachers.

4. Junior High Schools and Agricultural High Schools for the country; Senior High Schools for the city.

5. Compulsory school attendance laws.

6. Allowing the people in special tax districts to vote a tax rate upon the property of their territory as high as 7 mills for school purposes.

7. Longer terms; better teachers; more attractive buildings; better attendance upon the schools; farm life schools, where the principal becomes not only the instructor in agriculture but is made the district demonstrator, with employment for the year.

8. Tenure of teachers office and a sliding scale of salaries, fixing the teacher's income in direct ratio to length of service in the same community.

9. The enriching of our course of study with subjects that have to do with country life and its activities. Educate the country child towards his future needs and not so much in terms of metropolitan life.

10. Consolidation of schools.

The school formerly prepared men to live; now, we must prepare men to make a living.

RURAL SCHOOL HOUSES.

We do not present the matters given in the foregoing believing that they alone will prove a balm for every wound or a panacea for every ill that afflicts and besets our public school system. We do, however, claim that when we shall give predominance to that form of knowledge and teaching as shall become immediately available

in the every day life of the farmer boy and girl and which shall co-ordinate peculiarly with their country life, then it will be that more people shall be willing to raise greater revenue for schools without parsimony, stint or growl.

SCHOOL HOUSE ARCHITECTURE.

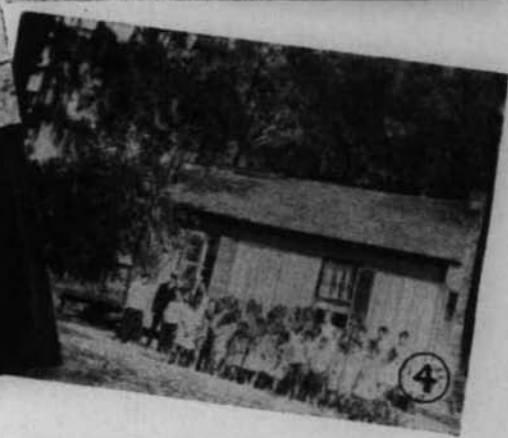
Beginning August, 1915, I have taken pictures, weather permitting, of all the schools I have visited in 29 counties.

I have had two prints made from each negative, filing one with the State Superintendent and retaining the other in my possession.

From these pictures I have made selections for purpose of exhibiting the different types of school buildings and also in order to make plain the many difficulties, arising from poorly constructed buildings, that beset those sent out to instruct the youth of the State.

These pictures are taken at random from among the houses in 25 different counties, but will serve to show the subject intended to illustrate.

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In this will be seen the old fashion "box-house," which made its advent into our State following the "log-house" period.

There are four periods of school house architecture, which represents the different periods of the country's development, viz: The "log-house" period; the "box-house" period; the "frame and painted-house" period; the "concrete and brick house" period.

Nearly all log houses have disappeared; the "box-house" still lingers and marks the range of some counties' progress; the "frame and painted-house" period has been in evidence in some counties for many years, while in others the effect of this change has only recently made itself manifest. Consolidation of schools has placed brick houses in some localities, even in the country.



Five pictures are here offered to show evidences of the passing of the "old." These houses make brighter pupils and will give all pupils a pride in their work.—"Ring out the old; ring in the new."



Illustrating the waste in material while attempting to do better things for a community. These houses should have been planned by competent architects and thus have not only provided comfort but saved money. Big house, little windows, is like a big man with little eyes; if the man breathed through his eyes he would find the need of larger ones. Windows are the "breathing holes" in school houses.



In contrast with the school houses last given we offer four pictures of school houses that will present evidences of a saving in material as well as giving lines of beauty to buildings. The material in one of these buildings is scarcely one-half that in some of the ones under No. 3.



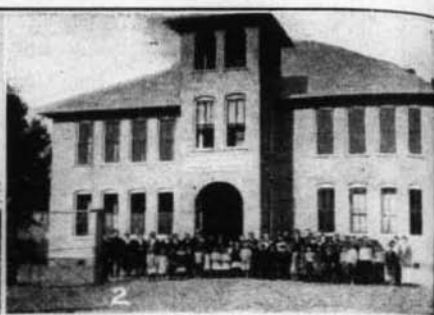
Four pictures are here offered to illustrate poor distribution of lights. By actual knowledge I state the conditions of these rooms to be so severe that pupils are retarded in their work. Close, stuffy atmosphere and insufficient light coming in at wrong angle, all combined, renders conditions almost unbearable, in warm days.

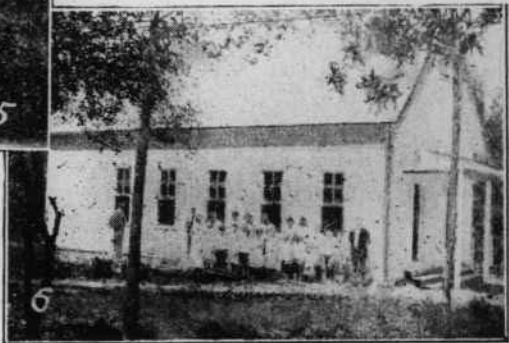
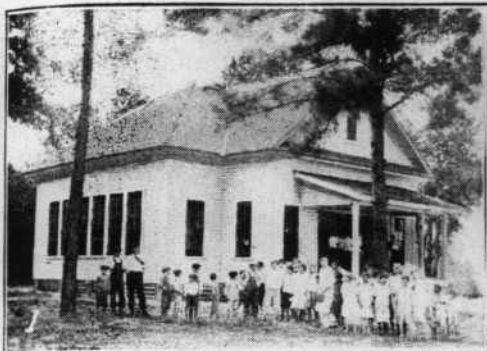


The three pictures here offered demonstrate, to my mind at least, that some one tried to save a few cents on a sash for the school building. If any thing more intolerable than these can be found it has not come across my path. I am glad to report that Florida does not abound in such school houses.



Illustrating almost proper arrangement of light and ventilation. These are so much better than houses which to-day pass as school buildings that I refrain from any criticism in the few points which could be mentioned.





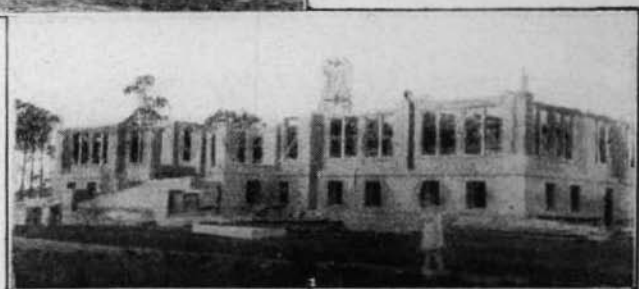
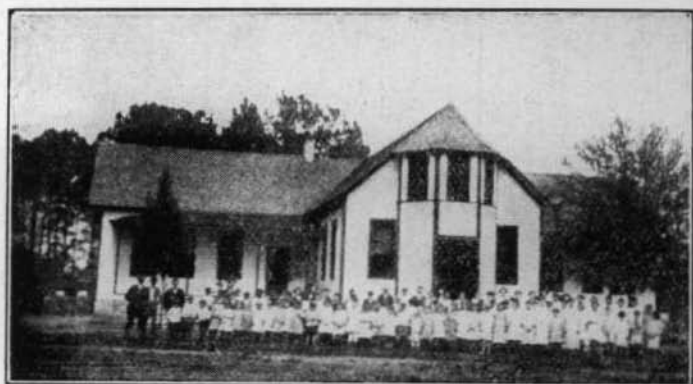
A series of pictures are here offered to illustrate the transformation in style of houses and which may be termed the evolution of school architecture in those counties from which these are taken. County superintendents and school board members, in some counties, are taking an active interest in the beauty and comfort afforded by the newer type of buildings.



We are happy to report that not many of this kind of "combination" buildings can be found, that of Lodge and School. Our observation is that the one or the other is made to suffer in space and arrangement in this "combination."



Pictures of seven schools are here offered, which have won for themselves the honor of high score marks because of their relative improvement and general standing, and will illustrate the principle that all does not depend upon the building, however much we desire these to be of first-class order. Space forbids publishing the names of all the schools of the State about which the same may be said.



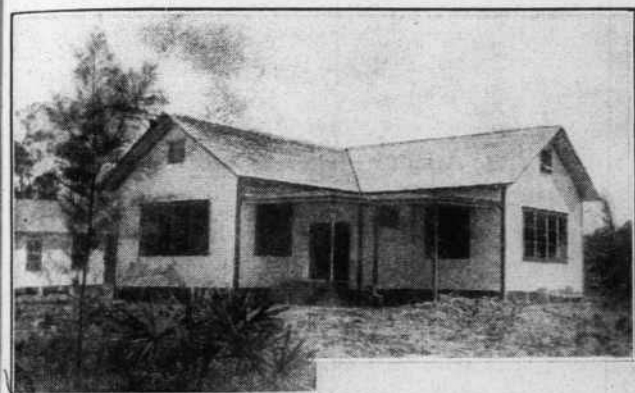
Consolidated Schools.

These pictures herewith presented were taken in (1) Jefferson county, where 5 wagons at one time brought pupils to the school (Aucilla) from outlying communities.

(2). In DeSoto county (Torrey) where small schools combined their feeble efforts for a larger destiny. Also, (Charlotte Harbor) where a splendid two-story building displaces two small schools.

(3). In Dade county, at Silver Palm,—pictures not given—7 schools combined in making "The Farm-Life School" with its 40 acres of land and proposed Teacherage, the ideal school for the country.

Consolidated schools offer education, not for the least money, but in a manner that will give to the child a better opportunity. Some one-teacher schools have 40 recitations daily; two such schools would have 80 recitations, but if we combine or consolidate, the two teachers could so manage as to divide the work of one school, thus giving efficiency.



Illustrating how rapidly school communities are developing and the demands for larger and better buildings. The "old" stands as a memory of the past; the "new," typifies the rush and demands of the mighty present. These pictures were taken of schools in Dade, DeSoto and St. Lucie counties in what might be called rural communities. A volume alone could be written of the new schools dotted throughout the State, now representing the concrete activities of the people in certain counties. Seventeen counties, not including the ones above listed, have erected in the country, during the past four years, 164 school houses, costing \$92,666, or an average cost of \$563 a piece. These same counties, have erected 54 school buildings in towns and cities, during the same period, costing \$552,960, or an average cost of \$10,238 a piece.

The counties enumerated in the above list of 17 counties, are: Baker, Brevard, Citrus, Holmes, Lake, Gadsden, Leon, Marion, Madison, Nassau, Orange, Osceola, Jefferson, Sumter, Seminole, Taylor and Washington. Data from other counties are not available. Lake county has spent during this period on the country school buildings \$25,000; Holmes, \$11,550; Taylor, \$7,466; Brevard, \$6,000; Marion, \$7,300; Madison, \$6,000; Osceola, \$5,000; Orange, \$4,000; Leon, \$6,000; Baker, \$3,800; Sumter, \$2,500; Nassau, \$2,000; Citrus, \$2,000; Gadsden, \$1,500; Washington, \$1,050, and Jefferson county, \$500.

DeSoto county has made signal strides in the matter of new school houses. During the past four years she has erected 21 houses in the country at a total cost of \$46,550, besides expending in the towns \$155,000 for either new buildings or in improving the old. I do not have data from other counties besides these enumerated above.

CONCLUSIONS.

My conclusions, based upon the matter herein mentioned, are as follows:

- (1). Certain counties are making great progress in

all that pertains to material growth and expansion of its school system; others are giving evidence of their newer life in terms even stronger than that measured by costly buildings; others are still in the "slough of despond," yet struggling with a load of inefficiency and lack of leadership.

(2). No school house, however small, should be erected unless competent authority had planned for (a) economy of material and space; (b) proper light and ventilation; (c) complete sanitary facilities.

(3). Better supervision of all schools by those in authority, including occasional visits by members of School Board for physical inspection of building and conveniences. Such would tend to standardize plans and quicken efforts of teachers.

(4). There are an undue number of small schools, and, in instances, too closely situated to each other, therefore consolidation, wherever possible, should be practiced.

(5). The pupils in the country schools are often retarded through the very scant amount of time a teacher is able to allow; frequently from poor instruction and inexperience of teacher; and always because the course of study does not introduce him into subject matter that co-ordinates with his country life and needs. Three years spent in formal study of U. S. history, and three years spent in formal study of geography, has so far failed to give him a love of his country and a knowledge of the peoples of the earth, their customs, government, or commerce.

(6). Pupils in our schools are not being trained to think. The fundamentals are being neglected; the restoration of the claims of the "three R's" is imperatively demanded. More "drills" and less superficialities will give strength to instruction being offered. Pupils are overgraded and, in instances, carry too many subjects. Many teachers are lacking except in the verbal knowledge of the text and fail to make explanations of allusions and

references of the lesson—sometimes through ignorance; other times through neglect; and again, as stated by them (frequently it is true) through crowded condition of curriculum.

(7). The measure of a school may not always be made by the kind of building or grade of teachers certificate. The energy, tact and spirit of the teacher, the responsiveness of pupils, the co-operation of the patrons—all tell a tale that no one can gainsay. Be it ever so humble there is no school like one where the teacher loves her pupils, takes an interest in their progress, keeps the building clean and well-arranged with pictures, curtains and flowers, is zealous for the good name of her school and boosts, brings into her room each morning sunshine and leaves all that afternoon with hope and confidence.

WHAT A TEACHER CAN DO TO MAKE A LIVE SCHOOL.

1. Send out invitations to patrons for their presence on opening day.
2. Organize school leagues or associations (a) among pupils; (b) among patrons.
3. Beautify the school room with pictures, decorations, flowers, etc.
4. Organize school Literaries and hold Friday afternoon entertainments.
5. Hold patrons' day, with appropriate exercises.
6. Organize school libraries. Have good reading hours.
7. Have on walls and tables specimens of daily work, in all grades.
8. Publish in the county paper news of the school work and successes.
9. Make visits to parents at convenient times to explain as well as boost.
10. Challenge other near-by schools (certain grades) to meet like grades in some contests—in spelling, arithmetic, geography, etc.

11. Drill pupils, regardless of grade work, in practical and very home-like problems, and offer samples of this work to visiting patrons.

12. Give simple agricultural tests to school.

13. Give lessons in morals and manners and simple rules of politeness.

14. Give box suppers for benefit of school incidental fund.

15. Look well to the neatness and ordiliness of teacher's desk and enforce this throughout the room.

16. Keep a clean floor and yard; have waste baskets.

17. Provide the school with water basin, soap and towels.

18. Last, but not least, tell the people of your happy children, your splendid school, your joys in your work, your progress and successes, and leave unsaid any of your troubles or disappointments.

Several hundred of these cards have been distributed to schools of the State, and we have proof that the spirit, if not the letter, of this advice has been adopted by scores of teachers.

My work with teachers has been a pleasure and I hope it has proven profitable to the cause which I am now serving. The field is wide, the harvesters are at work and the golden grain, in the nature of trained boys and girls, is being garnered into the storehouse of the Commonwealth.

Very respectfully,

SHELTON PHILIPS,

State Rural School Inspector.

REPORT OF INSPECTOR ROBERT L. TURNER.

Inverness, Fla., January 1, 1917.

Hon. Wm. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:—In compliance with your request, I herewith submit a report of my work as Rural School Inspector of the State of Florida for the period beginning September 1st, 1915, and ending December 31st, 1916.

So much has been said on Rural Schools of recent years that I have no idea of suggesting anything new, strange or surprising. However, it is my hope to impress upon the public generally a few facts which all should know. I desire to mention some facts showing the defects and weaknesses of our rural schools.

I find our High Schools classified, standardized and otherwise improved, while hundreds of our rural schools need educational service. We cannot afford to neglect our rural schools. Surely, all do agree that the country child has the same right to a well-trained teacher, a well-directed course of study and other improved necessary conditions as the city child.

Many of our rural schools are sadly neglected in buildings, environment, equipment, length of term, supervision, sanitation and other privileges. In many ways hundreds of our rural schools are unattractive. Schools must improve, in the country, as other conditions improve. Ambitious people will go where education can be had for their children. Then why not organize every possible agency for improving rural schools and thereby giving our country boys and girls a square deal?

The people of Florida have a right to expect that our public schools train their children for good citizenship. To train such citizens we must insist upon better schools, real schools. The work of the schools must be more closely allied with the affairs of the community.

The Rural Schools should point out to the boys and girls their part in making their community life all it can be, then they will not be satisfied with poor production of soil, a school that is insufficient, and poor roads.

Rural school improvement is the greatest social task that now confronts our people. We have reached the point where the prosperity and success of the rural school depends on the attitude of our legislators and community co-operation. The love of home, school, neighborhood and country will easily increase with improved rural schools, such as will meet the needs and demands of our people.

WHY IMPROVE OUR RURAL SCHOOLS?

A great man once said that in thinking of all that had come to him in life, he believed that the chance to grow up in the country was his richest heritage. Those who know the country, and love it, believe that nothing is too good for country people.

Our rural schools must have help. Who has the courage of his convictions to say, "here is my support!" The kind of schools and methods of education determine the character of our people. It is not cattle, nor crops, nor improved machinery that make country communities good places in which to live, it is the people who live there.

We need money for the rural schools. Every rural school is a positive, organized preventative of all social evils. Every community, large and small, should maintain an eight months school, no matter at what cost. Place the child above the dollar. We must have more money for the rural schools of this State, and that money must come from the direct taxation of the people, and as they, the masses, derive the direct benefit from it, they should encourage and not discourage the increase of same.

During the period previously stated, I visited the following counties for the scholastic year of 1915-16:

Bradford, Citrus, Columbia, Gadsden, Hillsboro, Holmes, Hernando, Lake, Lee, Manatee, Marion, Monroe, Osceola, Pasco, Polk, Sumter, Volusia and Wakulla.

Also, during the same period heretofore named, for the scholastic year of 1916-17 I have visited the following counties, viz: Clay, Escambia, Hamilton, Holmes, Hernando, Jefferson, Lafayette, Leon, Lake, Madison, Marion, Putnam, Sumter, Santa Rosa and Walton.

In each of these counties and on each of the separate visits, I have officially inspected and reported the needs and condition of from five to twenty of the rural schools. I have spent from two to five days, on these occasions, in each of the counties above listed.

In my field work, I personally inspected 237 rural schools of one to three teachers, besides several larger ones; attended and assisted in 25 community meetings for school improvement; aided in the organization and demonstration work of seven counties; took part on the program of 16 County Teachers' Institutes of one and two days duration; delivered six commencement addresses, held two,—one State and one County—examinations for the State Superintendent; made one school dedicatory address; conducted a campaign of one week for Compulsory Attendance; assisted in the creation of three Special Tax School Districts, besides have made several addresses at school openings and assisted in the organization and work of the first convention (Lake City) of Scientific Temperance.

In the work above mentioned, I occupied 417 days, traveled 21,000 miles by rail and approximately 6,000 miles by automobile and buggy.

I have endeavored through correspondence, as well as by visitation, to encourage teachers and school officers in general rural school improvement. Many hundred letters were mailed to interested school people all over

the State. In addition to the necessary office work I prepared and sent out to rural school teachers a "Suggestive Daily Program." This enables the teacher of the one-teacher school to easily accomplish the required work of a Standard Course without waste of time or leakage of effort. I also prepared an outline State Course of Study, a copy of which is on file with the State Superintendent of Education, and the Attorney General.

In the 237 rural schools visited there were 14,381 children enrolled. I found 11,069 of these children in actual attendance. This is an average daily attendance of over seventy per cent of enrollment. I found in these same schools 418 teachers. This makes an average enrollment of 34 pupils to each teacher—too many to accomplish good results where eight grades (often other grade undertaken) are carried. One hundred and seven of these schools are taught by one teacher; seventy-nine have two teachers each, and the remaining fifty-one are taught by three teachers each.

I have still other important facts concerning the teachers employed. Such as preparation for work, grade of certificate and where issued; manner of keeping school records and making reports, etc., etc., which may be had from my "State Visiting Record."

LENGTH OF TERM.

I find the length of term to be: Sixty-four schools, four months; forty-five schools, five months; seventy-six schools, six months; sixteen schools, seven months; thirty-six schools, eight months.

This shows that approximately 50 per cent of these 237 schools have a term of less than 100 days.

In the above report, it would seem that both the average attendance and length of term should justify reasonable legislation for compulsory attendance, and more than a four months' term as a general requirement of law.

CLASSIFICATION AND GRADATION.

In all seriousness, we appreciate the difficulty in bringing about State uniformity of classification. However, we hope to point out some of the irregularities that now exist.

We have uniform textbooks, why not uniform classification? It is a well-known fact that many of our people are continually moving from county to county. This is because the great problem of life is to make a living. Then why may not a man go where he can get something to do that he may support himself and family; but, at the same time, why should his children lose time in securing their education? This they do by reason of the fact that we do not have uniform classification. Oftentimes they are turned back and forced to take up the old subject-matter in their studies or are permitted to leave required work of a grade undone, which breaks the continuity of systematic training.

To illustrate the irregularities of classification throughout the State, I take two counties designated as A and B, and three grades—fourth, fifth and sixth—of each and give my official record of subjects carried and number of recitations, daily, in each grade:

County A.

Fourth Grade.

Subject.	Recitations.
Reading	1½ time
Spelling	1 time
Arithmetic	1 time
Language	1 time
Geography	1 time
History	1 Prim.
Sanitation	1½ time
7 Subjects	6 Recs.
Reading and Sanitation alternate.	

County B.

Fourth Grade.

Subject.	Recitations.
Reading	1 time
Spelling	1 time
Arithmetic	1 time
Language	1 time
Geography	1 time
Writing Drill.	
5 Subjects	5 Recs.

Fifth Grade.

Subject.	Recitations.
Readig	1/2 time
Spelling	1 time
Arithmetic	1 time
Language	1 time
Geography	1 time
History	1 Prim.
Sanitation	1/2 time
7 Subjects	6 Recs.
Reading and Sanitation alternate.	

Sixth Grade.

Subject.	Recitations.
Spelling	1 time
Arithmetic	1 time
Grammar	1 time
Geography	1/2 time
History	1 Adv.
Physiology	1/2 time
Agriculture	1/2 time
Civics	1/2 time
8 Subjects	6 Recs.
Physiology and Agriculture alternate.	
Geography and Civics alternate.	

Fifth Grade

Subject.	Recitations.
Reading	1 time
Spelling	1 time
Arithmetic	1 time
Language	1 time
Geography	1 time
Writing Drill.	
5 Subjects	5 Recs.

Sixth Grade.

Subject.	Recitations.
Reading	1/2 time
Spelling	1 time
Arithmetic	1 time
Grammar	1 time
Geography	1 time
History	1 Prim.
Physiology	1 time
7 Subjects	6 Recs.
Reading and Physiology alternate.	

It is easy for an educator to see the trouble with this classification.

It is plain from the above that if a child attends school in County A until he finishes the fifth grade, then his parents move to County B, he will be forced to take up Primary History (same textbook) for another year, which is discouraging, as he has already had two years of Primary History and finished and reviewed the text. On the other hand, suppose he attends school in County B until

he finishes the fifth grade, and then his parents move to County A, he will get no Primary History and, consequently, the continuity of the subject is broken.

This is true, also, of many other subjects, as my record will show. Besides, I find gradation almost as irregular as classification. These evils I am trying to correct and will, if given time to do so, which means much to the State and to our children, for there is absolutely no excuse why a child should be in school a lifetime and then have but little practical education. We must stop the practice of turning back and going over old subject matter year after year.

WRITING.

Are we to reduce the present percentage of illiteracy in Florida? If so, then we must insist upon more *writing* and better *reading* in our public schools. These two subjects constitute the test of literacy.

I do find penmanship sadly neglected everywhere. Of the 237 rural schools of which I have a full and complete record, eighty-four have no writing and, at least 50 per cent of the others do not give writing above the primary grades. This, too, I am insisting shall be given through the grammar grades at least.

DAILY PROGRAM.

I examine carefully all prepared "Daily Programs" for ungraded schools and find that many of them fall short of equality to pupils. Most of them involve either an unwise reduction in the number of classes or the weakness of too many exercises, and these of varying length.

CLEANLINESS, LIGHTING, ETC.

The rural schools of today should receive the utmost care in their construction; every appliance and device to facilitate cleanliness should be adopted. The lighting of the buildings should be most efficient. The buildings

should be pleasant, convenient and beautiful. The observance of these things demand additional expense for building, but, if we are going to educate our children to higher ideals, we must have them. The masses of the people must seek that which is best, that which is most elevating for the moral and intellectual welfare of their children. In giving instructions readily and universally, society has no better agency than the rural schools, but without giving to the school the proper facilities to work with we cannot expect to reach the highest goal of efficiency. In some districts of the State we still find the primitive school, the school of long ago, where sanitation and health were matters of minor importance.

A remarkable fact presents itself in this connection. The states which still retain the primitive schools are backward in many other important statistics, which clearly sets forth to the most doubtful that the school itself is the underlying principle of all important, material welfare.

CLOSETS.

I find 58 country schools without a closet; 73 schools with but one closet. At least 75 per cent of all closets have obscene writings and drawings. A vast majority of these closets were unsanitary. I find these conditions by going into the remote schools. This is where we need to work and advise. However, we do find improvement where inspection and suggestions have been made. The Board of Public Instruction of one county visited (Putnam), has contracted for and built regulation closets as specified by the State Board of Health. Some of the other counties have complied in part.

WATER SUPPLY.

Forty-seven of these 237 rural schools get their drinking water from private homes.

Fully 80 per cent. of these schools are furnished with

ample water facilities. Yet, we do find more or less carelessness as to up-keep and sanitation of wells, pumps and cisterns. The waste water frequently furnishes a wallowing place for hogs. We are giving instructions against this practice.

I find in few counties that a County Health Officer, as provided for by law, is employed and doing the work required. The law is not sufficient on this important matter.

TEACHERAGES.

It may be well at this time, to invite the attention of the general public to an approaching condition which we must prepare to meet sooner or later. The signs of the times all indicate that in the near future we will be called on to build teacherages in the rural communities along with the rural schools. Here, permit me to say, in my work I have visited in one county (Lee) where the school board has already established several teacherages. This movement, in my judgment, is a fine idea and a step towards a full, continuous eight months term, and a larger and more complete community service. I believe it will be a step towards better harmony in many districts, better homes for teachers, and better school work because of independence and tenure. Much better teachers can be obtained for same salary; teachers who wish to live in a cottage usually are more anxious to understand the community and its problems, as well as its opportunities. Personally I feel that we need many of these teacherages—cottages. Teachers could live better in many cases and save more of their wages. Then, too, it is one of the great factors in the solution of the problems of the rural school.

Fraternally,

R. L. TURNER,
Rural School Inspector of Florida.

ENDORSEMENT OF THE INSPECTORS.

The following statements are taken from letters and testimonials that have been offered in commendation of work of the Rural School Inspectors as well as giving endorsement to the position created by the Legislature.

"It gives me pleasure to endorse the work of the Rural School Inspectors. I have had opportunity of observing in my county the work of both the inspectors, and I truly believe that they are accomplishing great good in the schools of Florida. The work of the inspectors has only begun. It is now in the missionary stage. * * * I will be glad to assist in any way I can in strengthening the work of the inspectors, and in bringing them and the County Superintendents into closer co-operation."

(Signed) H. J. DAME,
County Superintendent Citrus County.

"I wish to heartily endorse the work of the Rural School Inspectors of Florida. By their work the schools of the entire State are being unified both as to grade and classification, the teachers and patrons aroused to greater activities and an impetus given to all school work which it would be hard to overestimate."

(Signed) G. W. TEDDER,
County Superintendent Madison County.

"I desire to express to you, my endorsement of the work you are doing for the cause of education through your efforts as Rural School Inspector, in so far as it has come under my personal observation. Your method and detailed procedure in accomplishing your object in view, and the final effects produced, I heartily endorse and commend."

(Signed) T. J. McDADE,
County Superintendent Holmes County.

"I am glad to recommend the Rural School Inspector. He is the right man in the right place. When visiting schools, he goes in and finds out everything about them and suggests what will improve the schools and bring about better results. He takes a complete record of each school and he knows the condition of every school he visits."

(Signed) S. H. TAYLOR,
Superintendent Public Instruction,
Jefferson County.

"I most heartily endorse the earnest efforts you are putting forth for the advancement of education in our fair State. The work of rural school inspection, such as you are doing, is badly needed throughout Florida. To continue this work means much to our rural schools."

(Signed) J. D. COTTINGHAM,
Ex-Superintendent, Putnam County.

"I consider that your visit has done much good in this county. Teachers in those schools where we visited and which were inspected by you, have told me that they were helped, and the pupils of the school more enthused over their work as a result of your work with them. The things you suggested to those teachers regarding the proper grading and classification of their pupils, enabled them to realize, as they had never done before, the importance of this thing as a means of attaining the highest efficiency in both management and class work."

(Signed) J. D. SMITH, JR.,
County Superintendent, Santa Rosa County.

"Your visit to the rural schools of this county, during the past summer, has done more to arouse an interest among the people who live in the rural districts than everything else during my two terms of office. Your method of inspection is the best that I have ever seen."

Your visit was appreciated by the teachers and pupils. The people who had the pleasure of meeting you have a very high opinion of you as an educator."

(Signed) J. A. JACKSON,
County Superintendent, Hamilton County.

"It is my pleasure to write this as an endorsement of the work of the State Rural School Inspector, basing my endorsement upon results manifested in Pasco County. I believe that his appointment to this position was a step in the right direction for the educational advancement of this State."

(Signed) J. W. SANDERS,
County Superintendent, Pasco County.

"It affords me great pleasure to publicly approve the work you are doing as State Rural School Inspector. Your tour of inspection in this county during the term 1916 was inspiring to pupils, teachers and to the writer. * * * In conclusion permit me to say that I consider the work which has been done and which is now going on through the present system of rural school inspection has, and is at the present time, doing a great deal for our rural schools. The very least I could say of the work, is that it has been the means of great inspiration to pupils, teachers and County Superintendent in Volusia county."

(Signed) C. R. M. SHEPPARD,
County Superintendent, Volusia County.

"It affords me pleasure to be able to testify to the zeal, earnestness and thoroughness with which you have worked in the department of rural school inspection. It has been my good fortune to have you with me at different times and I must say that I think your work leaves little to be desired in a rural school inspector."

(Signed) J. H. BRINSON,
County Superintendent, Marion County.

"It gives me great pleasure to write you a few lines expressing my sentiments in regards to the great work that you are doing for the cause of education. Your visits with me to the schools of Columbia county has not only been a source of great pleasure, but has been helpful to me, as Superintendent of Public Instruction, also to the schools of the county. * * * I hope that the next Legislature will put its stamp of approval upon the great work that the Rural School Inspectors are doing, and that the good work may be continued. It is my honest opinion that the money expended for the cause of education is well spent, for the greatest assets of any country are the boys and girls."

(Signed) J. W. BURNS,
Superintendent Public Instruction,
Columbia County.

"Every time that we have had the pleasure of having you in our county, I can truthfully say to you, that you have been a great benefit to myself and to the teachers that we visited. * * * I think that your work is a great work and I hope that the next Legislature will double the force."

(Signed) G. H. TOMPKINS,
County Superintendent, Sumter County.

"Your visit was not only an inspiration, but from it I received some valuable suggestions that have helped me in my work. The kind of work and the manner in which you are doing it is just what is needed."

(Signed) C. E. YOWELL,
County Superintendent, Osceola County.

"This is to certify that the Rural School Inspector has worked with me in his official capacity in Lee county on several occasions, and his work has been very

satisfactory to the school officials of this county. * * *
This endorsement is made for the best interest of the
State and its Public School System."

(Signed) JOS. W. SHERRILL,
County Superintendent, Lee County.

"I write to give my endorsement of your work as
State Rural School Inspector. You have given me some
very valuable assistance here in Escambia county this
year and I hope to have you with us again some time
soon."

(Signed) A. S. EDWARDS,
County Superintendent, Escambia County.

"I am frequently asked, 'What good a Rural School In-
spector does?' One thing he can do is to point out the
things we have over-looked. I gained wisdom and inspir-
ation while visiting schools with him, and can see now
how important it is to install better methods of teaching
and in the work generally."

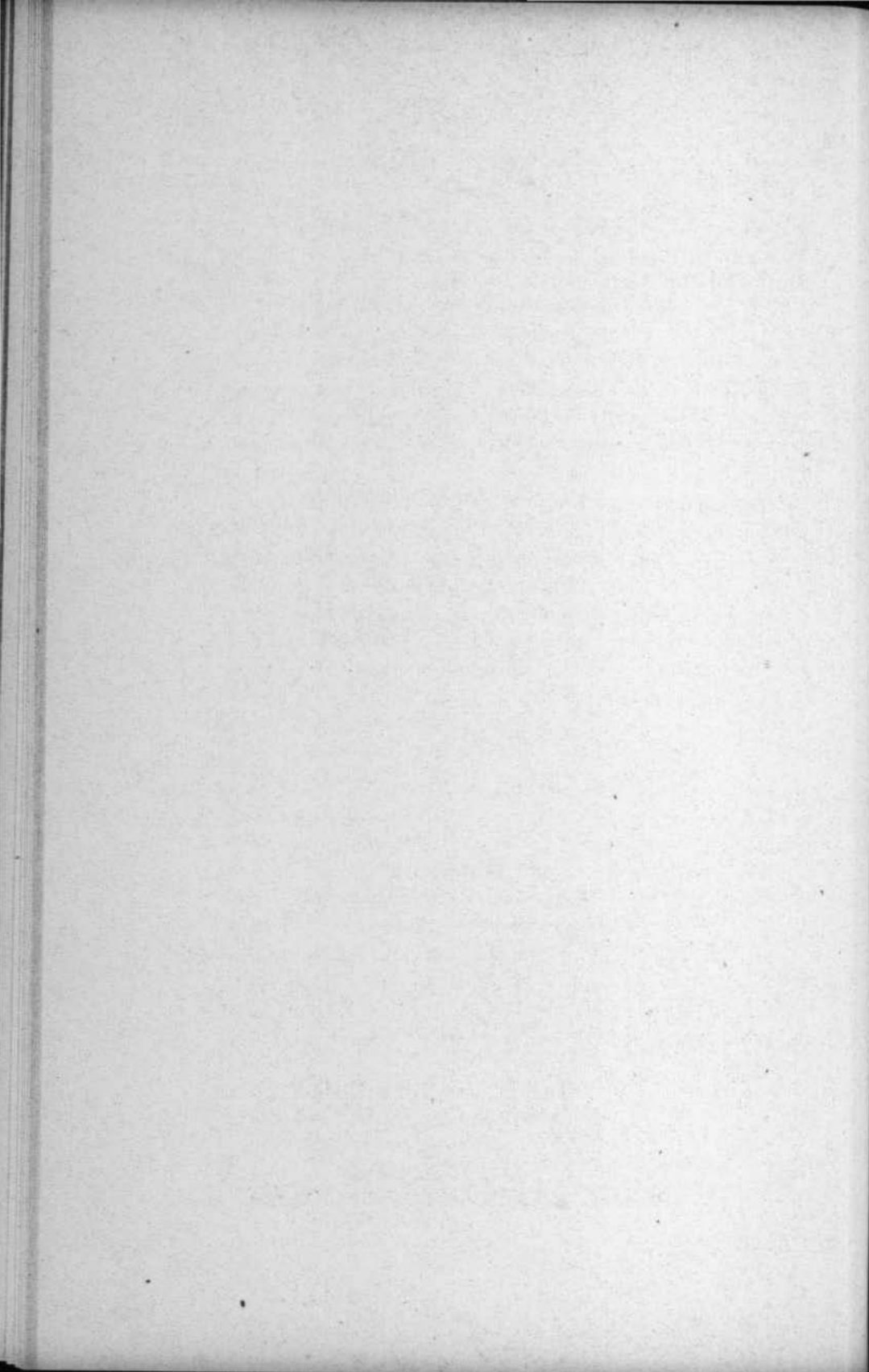
(Signed) W. T. HORNE,
County Superintendent Washington County.

"I wish to say emphatically the work of the Rural
School Inspector in this county has been worth its cost
a hundred times, and by all means let's hold what we've
got and get more if we can."

(Signed) G. N. TRAWICK,
County Superintendent, Lafayette County.

"I wish to say that the Board of Public Instruction of
Walton county, as well as myself, strongly recommend the
work being done by the Rural School Inspectors. I shall
stand ready to defend the onward movement in public
education."

(Signed) D. N. TROTMAN,
County Superintendent Schools;
J. E. BOWERS,
L. ADAMS,
Members School Board, Walton County.



CHAPTER VII.

STATE SCHOOLS.

The State Schools are: The University of Florida at Gainesville; the State College for Women at Tallahassee; the Florida School for the Deaf and Blind at St. Augustine, and the Florida Agricultural and Mechanical College for Negroes, located at Tallahassee.

These four institutions under the provisions of Chapter 5384, Laws of Florida of 1905, known as the "Buckman Law," are under the direct management of the State Board of Control, composed of five members, appointed by the Governor, which acts in conjunction with and to an extent subject to the control and supervision of the State Board of Education.

PROPERTY.

Since the establishment of these institutions, under the Act, cited above, the Legislature at each session has made extremely liberal appropriations for the maintenance of these schools and for the erection and equipment of new buildings. No state among the group of Southern States has better provided for its institutions of higher education than has Florida.

Up to date there has been expended for purchase of property and buildings, furniture and equipment for these schools the sum of \$1,087,434.24, which amount includes \$40,000.00 donated by citizens of Gainesville and \$40,000.00 donated by the Peabody Board.

Several views are shown in this chapter which will

give some idea of the character of these buildings, but to appreciate the liberality of the people of Florida towards these institutions the several plants should be seen in their entirety. Every citizen of the State should be proud of these State schools.

MAINTENANCE.

The Legislature at its 1915 session appropriated \$428,000 for the maintenance of the four State Schools, divided as follows: \$160,000 for the University of Florida, \$143,500 for the Florida State College for Women, \$94,000 for the Florida School for the Deaf and Blind, \$25,000 for the Florida Agricultural and Mechanical College for Negroes, \$5,500 for expenses of the Board of Control and \$10,000 for summer schools, under Chapter 6498, Acts of 1913. This appropriation, with \$100,022.43 received from the Nelson & Morris Federal Aid Fund and \$30,000 from the "Hatch" Fund, \$30,000 from the "Adams" Fund, \$600 from the "Slater" Fund, with the miscellaneous and incidental receipts, including a balance of \$86,545.21, on July 1, 1914, made available for the support and maintenance of these institutions for the two years, from July 1, 1914, to June 30, 1916, the sum of \$732,542.09. The net balance on June 30, 1916, was \$36,897.81, showing a total of expenditure of \$695,644.18 for the two years.

Surely no one with these figures known and in view, can complain that higher education is not liberally provided for in Florida, considering that the whole population of the State does not reach one million.

CONCLUSION.

Reports of the Presidents of these schools are presented in the pages immediately following, and give much valuable information concerning the work and progress and needs of the several institutions to which the reports appertain.

UNIVERSITY OF FLORIDA.

BIENNIAL REPORT OF THE PRESIDENT OF THE UNIVERSITY OF FLORIDA.

Gainesville, Florida, January 12, 1917.

To Honorable W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:—

In compliance with your request, we have the honor to submit herewith our sixth biennial report of the University of Florida. Herein, we desire to indicate our status as a University and to present an account of our progress during this biennial period, 1914-1916.

So many institutions in this section of the country appropriate, indiscriminately, the names, university and college and normal school, that it seems desirable, we think, to make clear and definite, at least to the inquiring layman mind, the meaning of the term "university" and then to show to what extent the University of Florida approximates this definition—if this is a university in fact as well as in name.

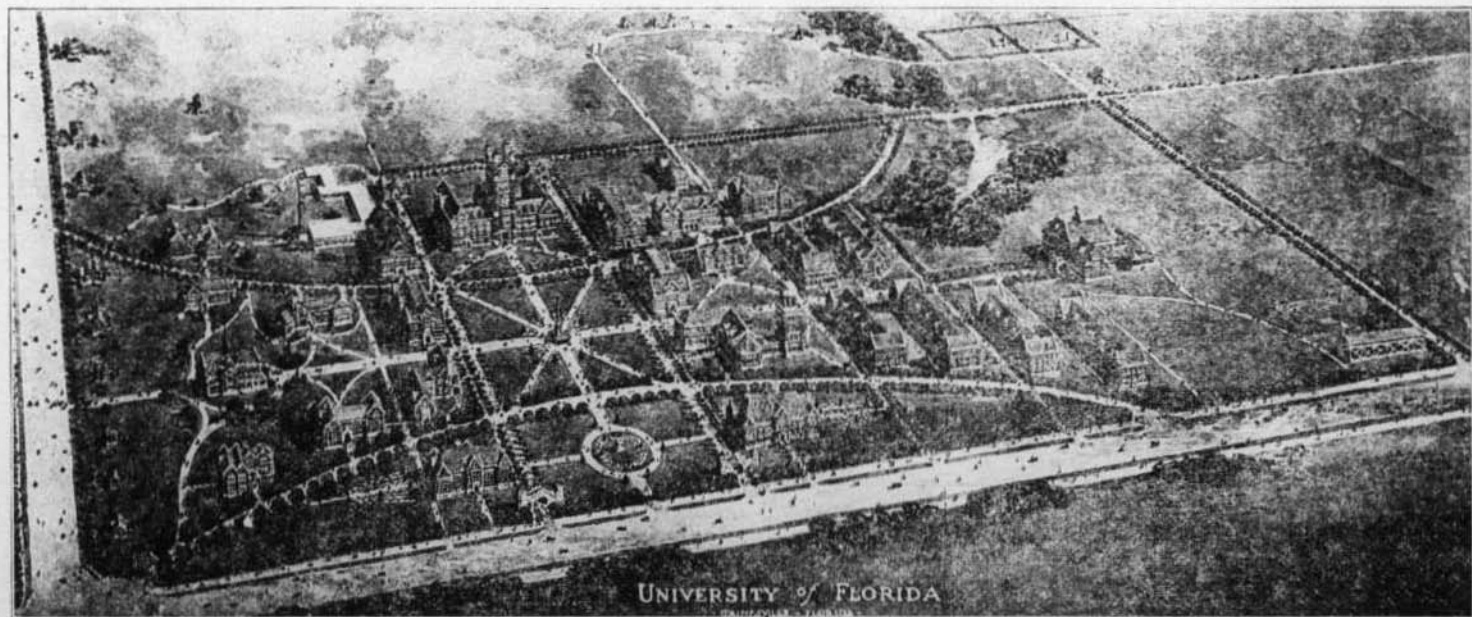
According to the standard dictionary, a university is an institution organized for teaching and study in the higher branches of learning and empowered to confer degrees in special departments, such as the departments of law, of engineering, of agriculture, and of liberal arts and sciences. Two types of the university have grown up from mediæval times: (1) the English type made up of a number of colleges federated into a corporation which holds examinations and confers degrees; (2) the type in the United States, consisting of one or more pro-

fessional schools, such as school of law, school of medicine, school of engineering, and the like, but usually including a college of liberal arts and sciences. The name, university, has been incorrectly applied to institutions of no more scope and equipment, sometimes even less, than are possessed by a college.

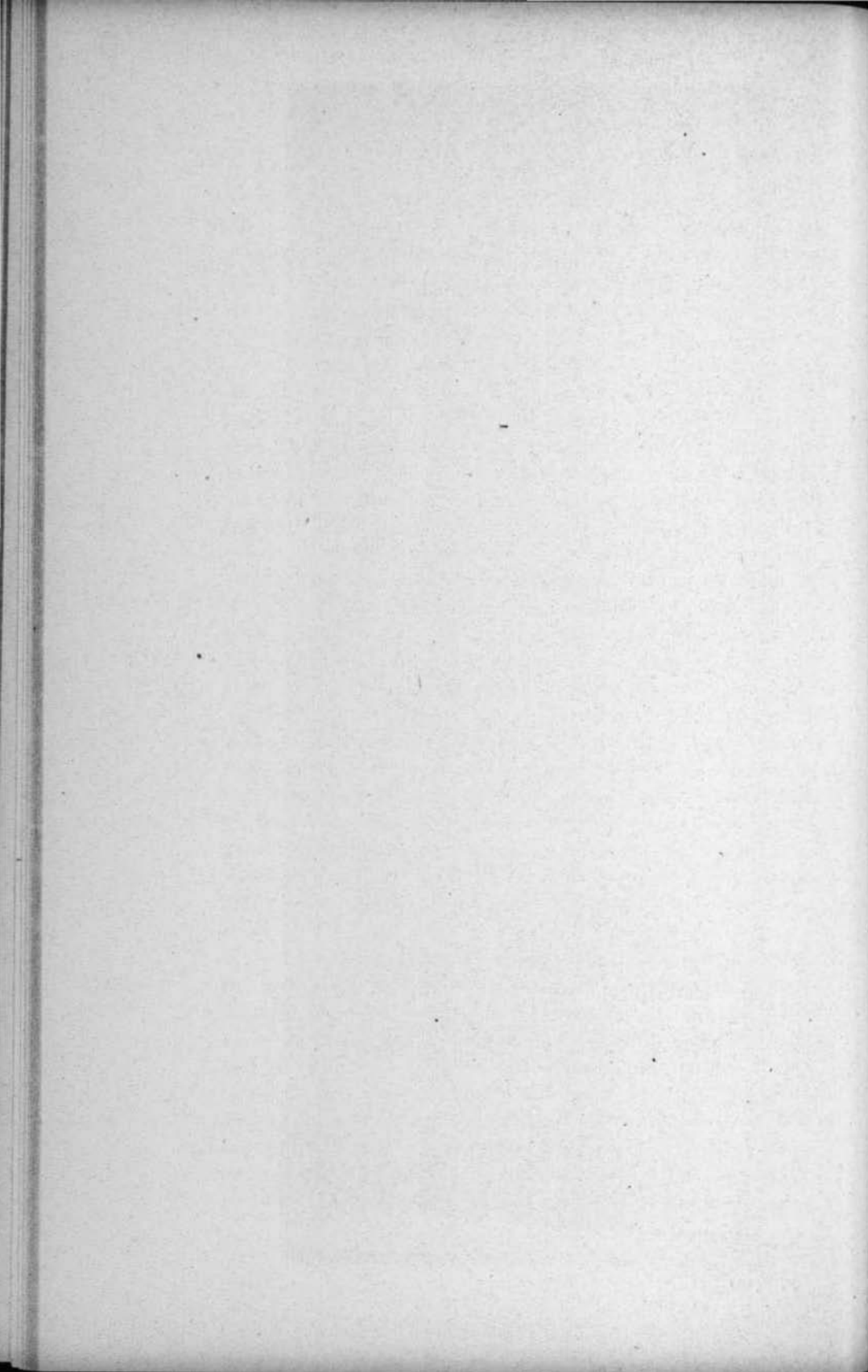
Let us now consider the University of Florida. On her campus are five separate and distinct colleges, each supervised by its own dean and faculty; a graduate school which encourages general research and admits to its courses only such students as have graduated from a standard college; the agricultural experiment station engaged in practical research for the benefit of those engaged in agricultural projects; and the university extension division which concerns itself with the extension of agricultural information and practice throughout the State, conducting, with the aid of the Federal Smith-Lever Act, farm demonstrations, corn, pig and peanut clubs, etc., as well as home demonstrations, including canning clubs, poultry clubs and other clubs for girls, in three-fourths of the counties of the State.

It will thus be seen that, while our State University is typical of the English University, it is nevertheless democratic and thoroughly American. In all of its work it seeks to adjust its activities to the practical, every-day needs of the citizens of the State. In the fulfillment of this aim, each college plays its individual part which we shall try to illustrate briefly as follows:

THE AGRICULTURAL COLLEGE, during the last two years, has sent out to develop the resources of our State, young men trained in the science of agriculture, equipped with a true knowledge of the value of Florida's agriculture possibilities, and with the ability to guard and to develop to the highest degree the farming, dairying, and live-stock resources of our State. Can the value of this work to the State be overestimated? A source of vast wealth lies dormant in Florida's broad acres, and it is



Campus—University of Florida.



the work of the Agricultural College to point out to prospective dairymen, live-stock men, and farmers, the surest means of successful cultivation and conservation.

Taking into consideration the work being done by the Agricultural College in instructing young men here on the campus, in class-rooms, laboratories, and model farms and dairies; the work being done by the extension division of the Agricultural College in educating farmers throughout the State by means of correspondence courses; the fact that the farmers throughout the State are beginning to realize that the Agricultural College stands ever ready to help them solve their problems—no matter how small nor how large they may be; the wonderful work being accomplished by the Farm & Home Demonstration Work; considering all these forces at work and the fact that the knowledge imparted to each man must, in the natural course of things, be transmitted in time to his neighbor, it is not unreasonable to hope that, before many years have elapsed, there will be no more pitiful cases of Florida's citizens striving to develop and guard her wonderful agricultural resources by methods archaic and ineffectual; and that we shall have a great agricultural commonwealth, prosperous because it applies scientific knowledge in its agricultural practice. This is the aim of the Agricultural College, and much progress towards the goal has been accomplished during the last two years.

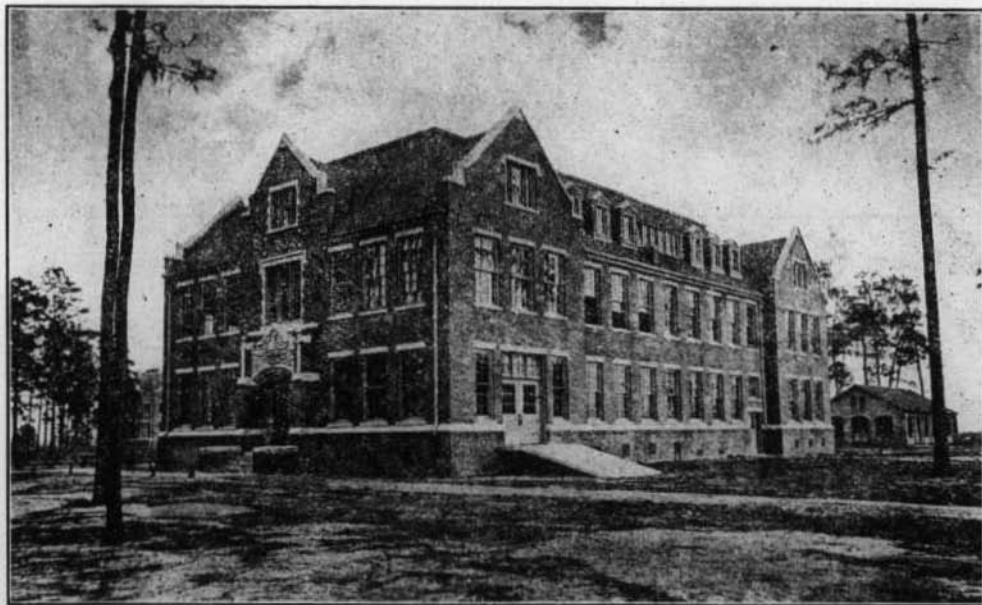
THE COLLEGE OF ARTS AND SCIENCES is indeed, a fundamental division, the heart, so to speak, of the entire institution. The courses offered by the different departments of the College of Arts and Sciences are complementary forces and augment the other divisions of the University. It is here that a foundation for the professions is acquired. Moreover, each department of the College of Arts and Sciences has its individual function. To undertake to give an account of the aims and accomplishments of each separate department of the College

of Arts and Sciences would be a lengthy treatise. However, in order to indicate the aims and progress in the accomplishment of the aims of this College, it is sufficient to say that:

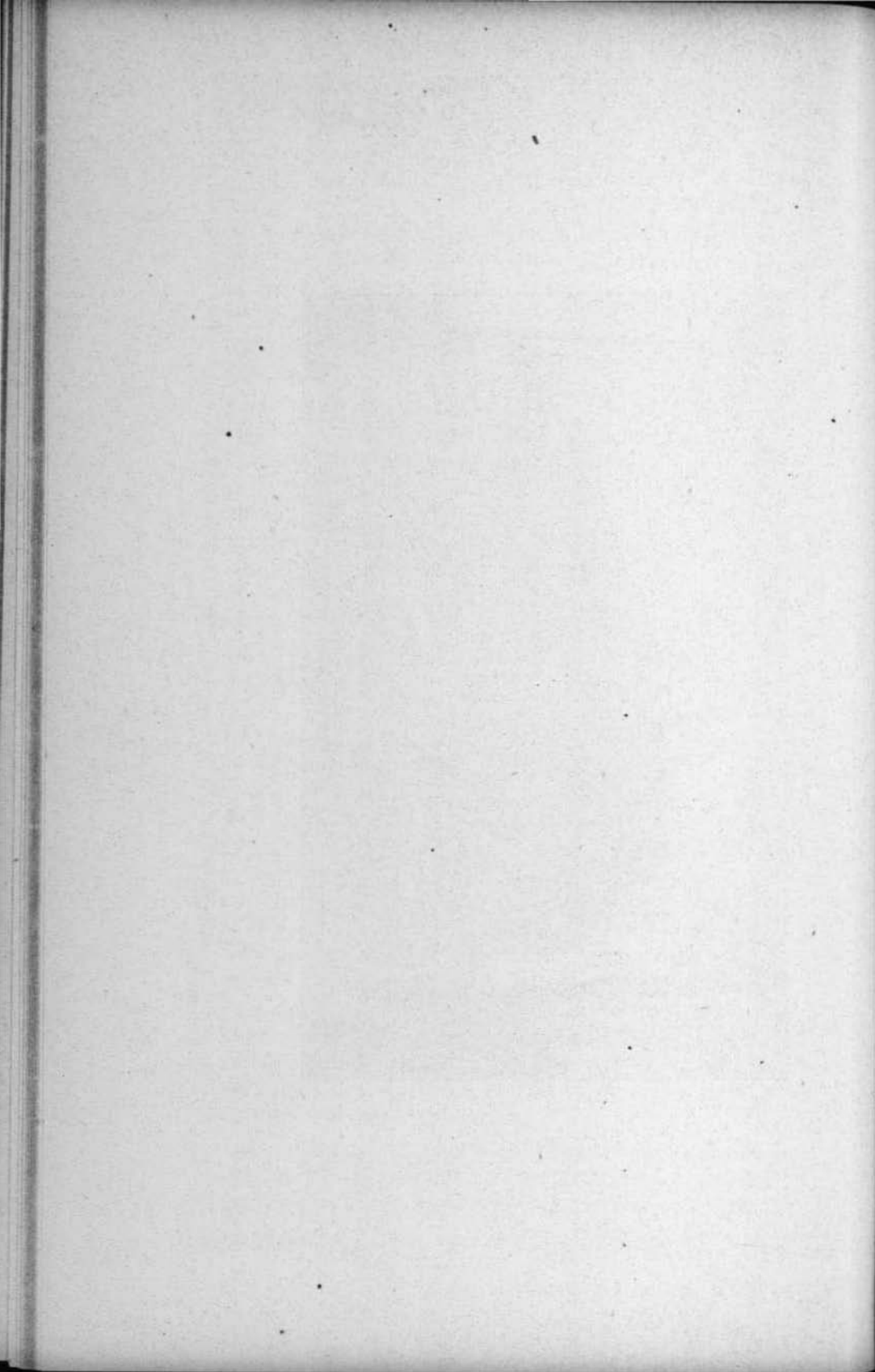
The various departments of this College have trained a representative number of men during the past two years, men who have earned their degrees of A. B. and B. S. The success of the training received in this College is attested by the fact that some of the graduates of this College have entered the best professional schools, while others have received employment in positions of usefulness in the State or Nation. These graduates are pursuing their several vocations in a manner which reflects credit upon their alma mater and causes the College of Liberal Arts to feel that it is on the road to the accomplishment of its high purpose.

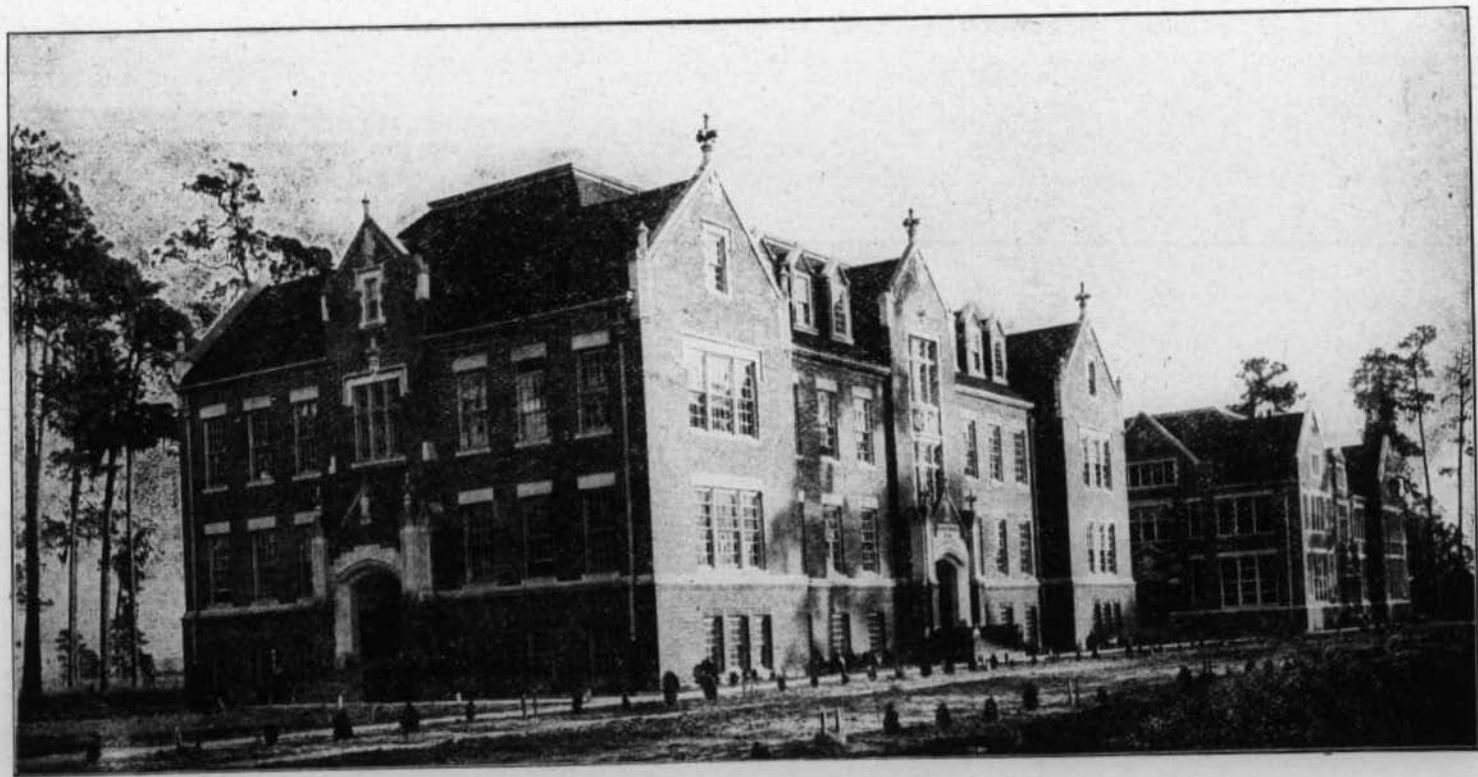
IN THE COLLEGE OF ENGINEERING belong the departments of Civil Engineering, Electrical Engineering and Mechanical Engineering. Three curricula, leading to the degree of B. S. in these lines, are offered. A fourth course in Chemical Engineering is contemplated. The students in this College are receiving training for the engineering profession. After two years of successful practice of their profession they are given the degree of engineer. The graduates of this department have been successful in their calling. And their success, in turn, bears witness to the success of the department. Its graduates are now engaged in drainage projects, mining operations, municipal light and power plants, with the State Good Roads Commission, etc., and it is gratifying to report that the University of Florida is succeeding in training engineers for the different demands of Florida industry, as well as for the industries of other States.

THE COLLEGE OF LAW has enjoyed signal success during this biennial period. Although it has only offered the two-year law course, students have been enrolled from

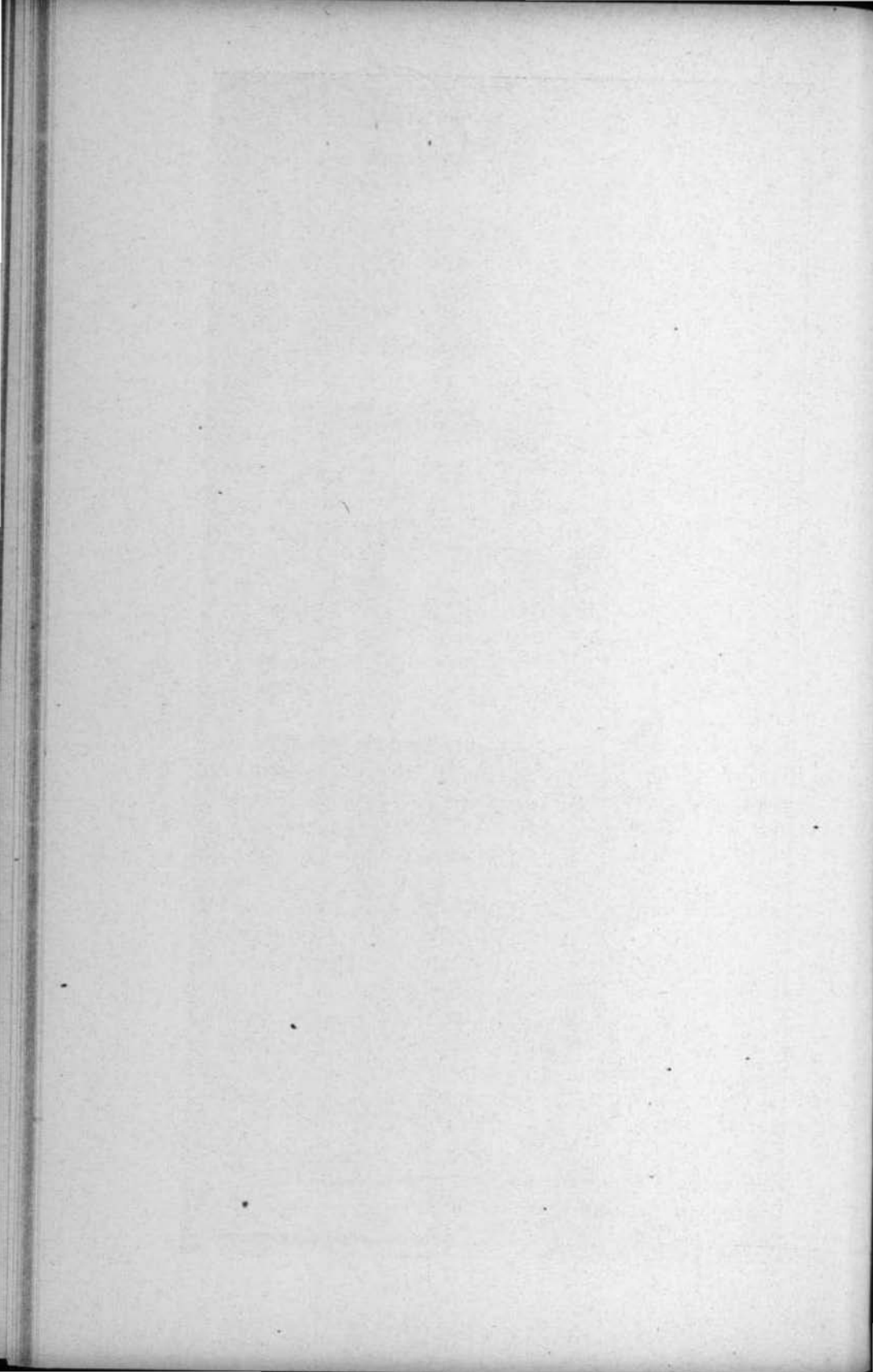


Agricultural College—University of Florida.





Peabody Hall—University of Florida.



distant States as well as from Florida. Already the thorough and efficient training given to the students of this College is being demonstrated by the success of its graduates in their practice of law. No higher testimonial of results achieved could be desired. However, we hope for even more gratifying results during the next biennial period; for, next year, a three-year course will be required. Naturally, the training given to students will be more comprehensive, more complete, after the inauguration of this three-year course.

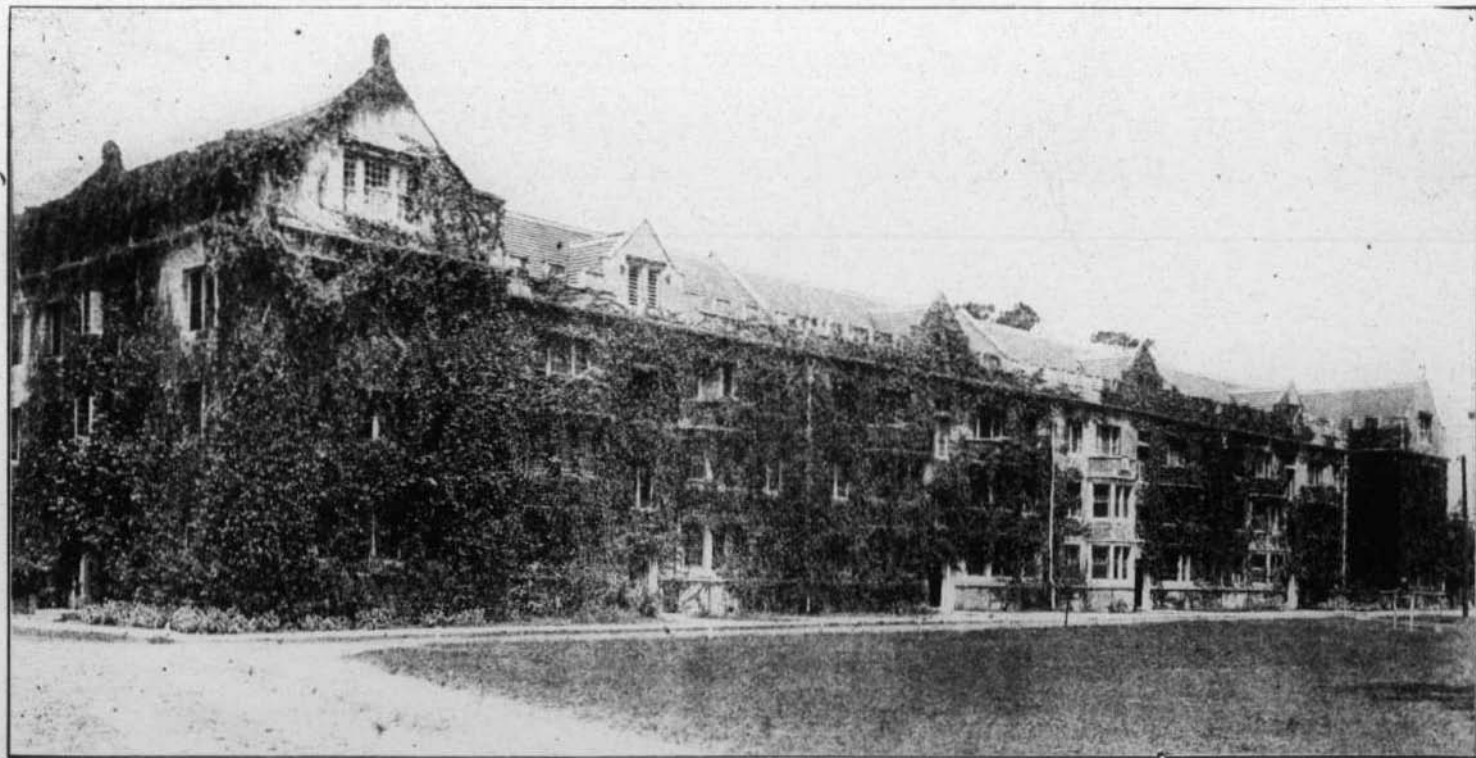
Our College of Law, with this year added to its course, and with certain additions to the library, recommended by the Dean, will measure up to the standard of the American Law School Association. It is to this College that Florida must look for the training of her future bench and bar; and, surely, the best is none too good for the purpose.

THE TEACHERS' COLLEGE AND NORMAL SCHOOL, of the University of Florida, and of the Normal School of the Florida State College for Women, are recognized to be of great value and importance by both of these State institutions for higher education, and they co-operate in exerting every effort, not only to induce teachers to recognize professional training as a necessary part of their preparation for the work of instruction, but also to meet the demands of this large Commonwealth for professionally trained teachers. Great progress has been made in this direction, as is demonstrated by the fact that, during the past year, there were enrolled in the summer schools of the two State institutions 902 students. This attendance plus the addition of the enrollment in Teachers' College and the Normal Schools of the two institutions during the fall, winter and spring courses, gives us a total attendance of more than 1,100 teachers who have received the benefits from the State of normal training at the two institutions for higher education.

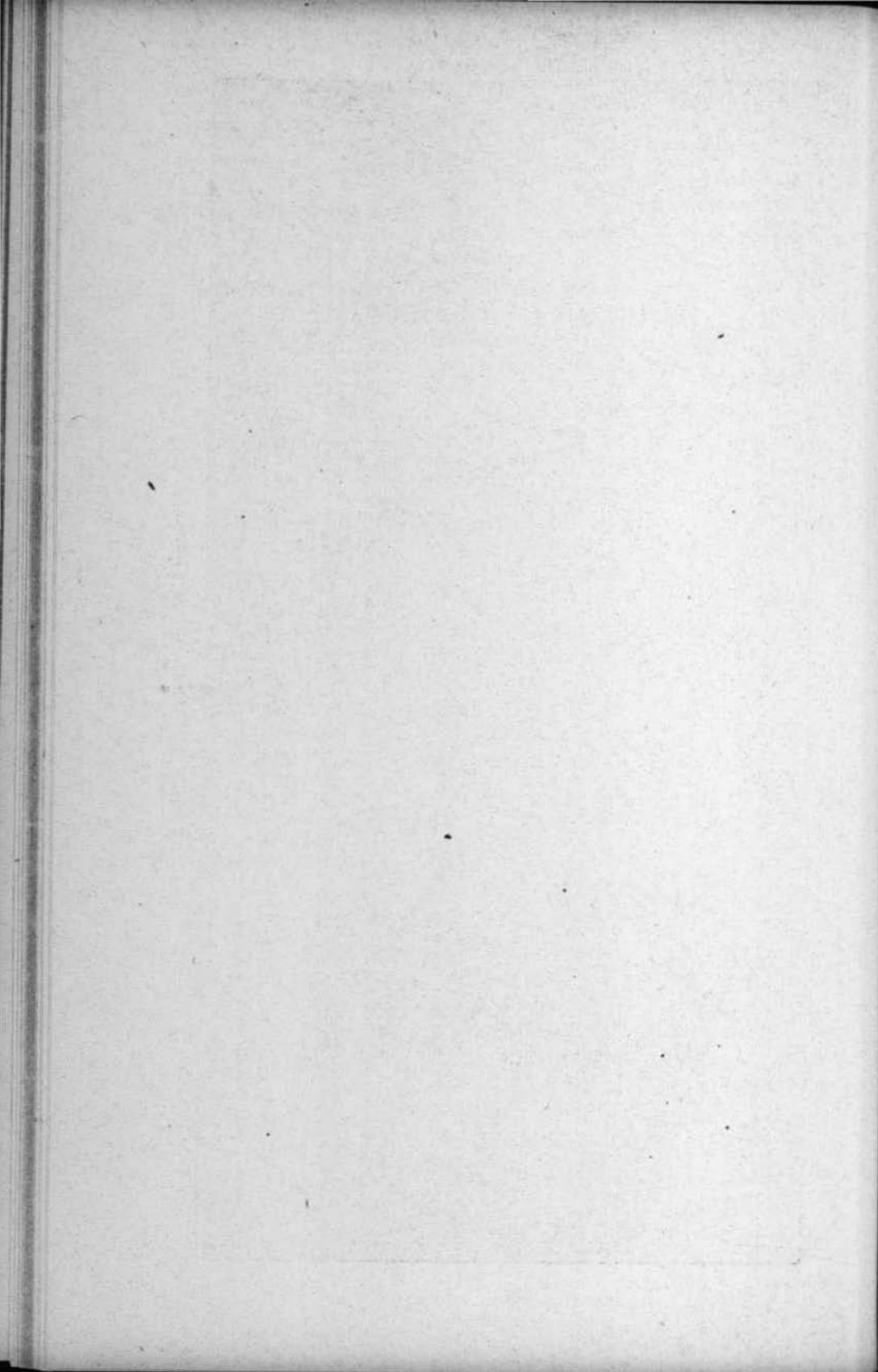
We are just beginning on this large scale, but already it is believed that the results of the last two years will eclipse any efforts of any State, for the same length of time, to give teachers professional training for service in public schools. If this enrollment should continue to increase—and we have reason to believe that it will increase even more rapidly than hitherto—Florida will be on the road to solving her teacher-training problem—if she has not already met the conditions essential to that end.

With the possibilities of teacher-training in the high schools, we believe the time near at hand when every school in the State, from the city school to the humblest rural school, shall have teachers who have been professionally trained for their work. In our judgment, the State could do no better thing than to give \$1,000 to one senior high school in each county for a teachers-training department. The result would be twofold: Firstly, it would call the attention of the young high-school student to the business of teaching as a life-calling, and many students, by reason of the presence of such a department in the high school, would be encouraged to enter upon the teaching vocation. Secondly, no states, even among those in the great western commonwealths, with all the facilities they offer for teachers' training, have yet been able to fully meet every demand for professionally trained teachers. For Florida, this condition is too much to expect before our taxable wealth enables us to pay salaries in proportion to the qualifications desired in our teachers. However, these teacher-training departments of the high school will offer to each county better qualified young teachers, who have had some professional training for the rural schools in the counties.

Meanwhile, the State with its large investments at the two State institutions will prepare men and women for these teacher-training departments of the high school; for the city, town, village and rural schools, just



Thomas Hall—University of Florida.



as thoroughly, just as efficiently, and in just as large numbers as it is possible for the State at large to do.

We trust that you will be able to secure more funds for the Summer School, as more can be accomplished for the training of teachers in three months' time than in two months' time, the length of the summer term during the last biennial period. We should have at least one-third again as much money as was provided by our last Legislature. In this demand, the student-teachers of the Summer School are insistent. They desire more time, and the duration of the Summer School session should be increased in length by at least thirty per cent. Then, there is the demand for advanced courses of collegiate grade. During the last Summer School session, with the small sum of about \$600, appropriated out of the University funds, supplemented by the funds from the State Department, a few advanced courses and a few industrial courses were provided.

We have asked the Board of Control to include, in its budget to be presented to our next Legislature, a sum sufficient to enable you and the Summer School Board to offer more advanced courses, especially along professional and industrial lines, in order to satisfy the demands of our teachers and the needs of our schools.

THE GRADUATE SCHOOL of the University offers opportunities for research work in the colleges of the University. This, of course, is the crowning glory of a University. It is here that men, who have had, in the different colleges, preparation of a nature to equip them with the ability to do individual work along the lines of their interests, come to gain a broader knowledge, to work out their theories and fulfill the function of the University by seeking and transmitting truth for the betterment of science.

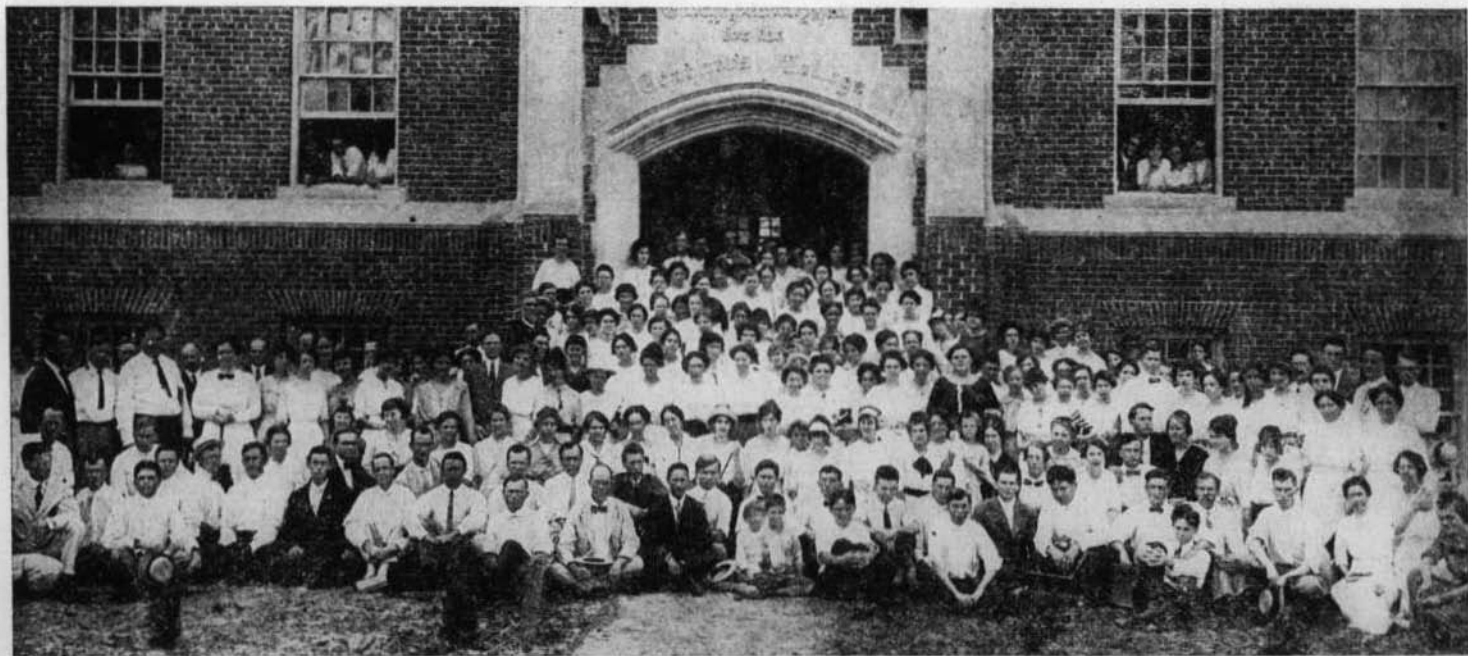
THE EXPERIMENT STATION, as we are advised by government authorities, is one of the most efficient and best managed agricultural experiment stations in the United

States, and is undoubtedly doing things of great value to farmers and fruit growers of Florida as well as to science in general. The annual report of the Director of this Station contains detailed information.

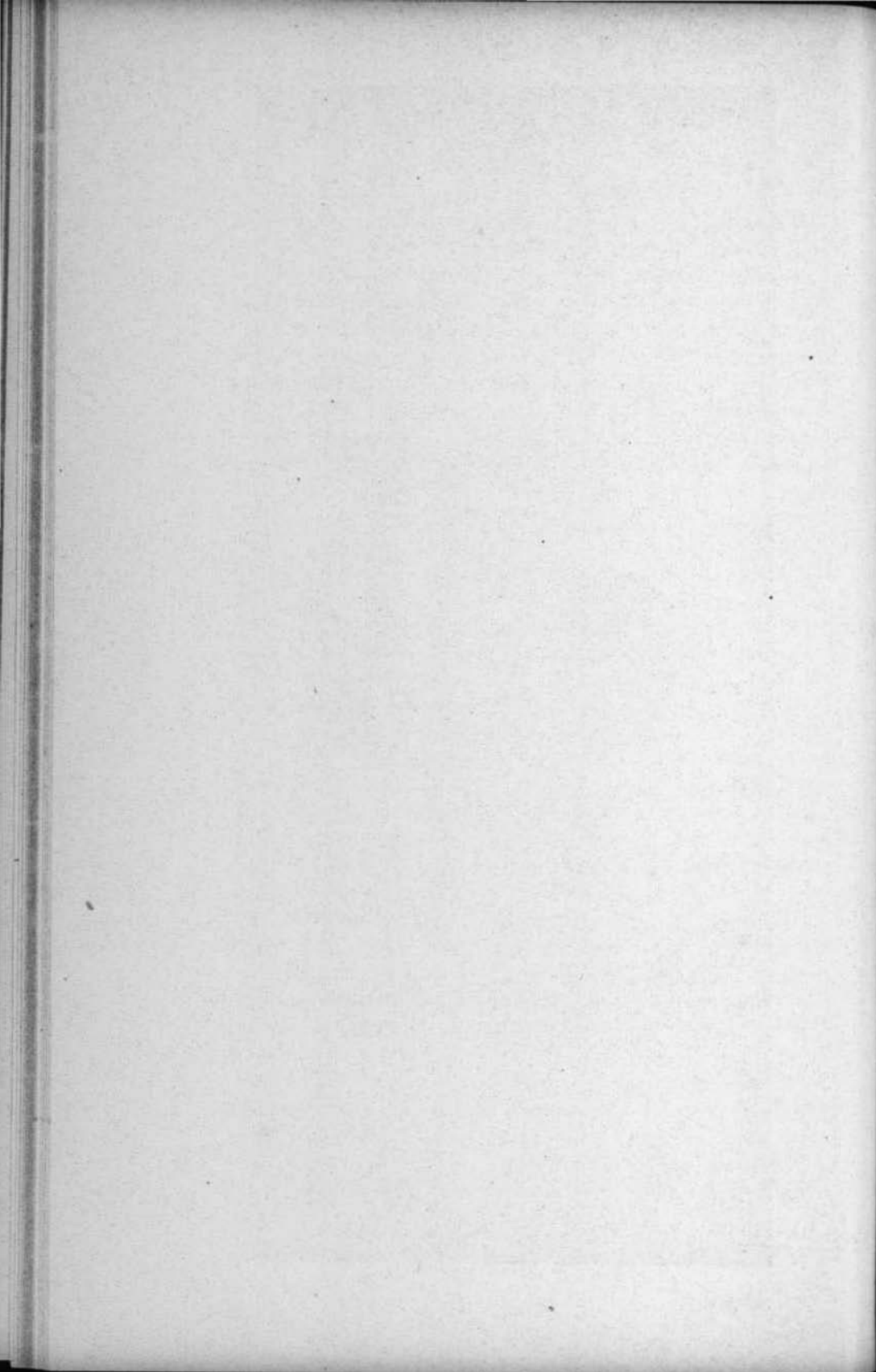
THE EXTENSION DIVISION of the University, so far, has most largely concerned itself with the extension of agricultural information and practice throughout the State. It should be observed, however, that nearly every professor on the campus is doing extension work of one kind or another, by acting as judges at county fairs, as speakers at farmer' institute, at teachers' meetings, school commencements, by writing for papers and magazines, scheduling correspondence courses for teachers and for farmers. The professors are devoting as much of their time as can be spared from their duties at the University, to the promotion of educational progress and of the material and spiritual development of our State.

Agricultural Extension has been greatly improved under the Smith-Lever Act of Congress. This Act, passed in 1914, provides that agricultural extension and home demonstration work shall be carried on by the Agricultural College in co-operation with the United States Department of Agriculture.

In 1914 Congress appropriated \$10,000 outright to each state and authorized an annual appropriation of \$10,000 with an additional sum to be apportioned among the different states in proportion to their rural population, on condition that the State shall appropriate an equal sum for the same purpose. These annual Federal appropriations will be increased annually until 1923, and each state will receive its proportionate quota accordingly. Under the Smith-Lever Act this State received from the Federal Government \$10,000 for 1914-15; \$16,486.94 for 1915-16; and \$21,892.73 for 1916-17. In order to realize from the Federal Government the appropriations for 15-16 and 16-17, it became



Summer School Group—University of Florida.



necessary for the State Legislature in 1915 to appropriate \$6,491 for 1915-16, and \$11,892.73 for 1916-17. For the next two years, 1917-18 and 1918-19, the Extension Division will receive from the Federal Government \$60,009.46, provided the State appropriates \$40,009.46 for this farm demonstration and home demonstration and other extension work, as provided for in this Federal statute.

Wonderful results have been accomplished by this extension division of the university, as the following facts illustrate:

Until 1915, very little work was done among the boys in the agricultural clubs. During the year 1915, the corn and pig clubs extended into thirty-eight counties with an enrollment of 1325 boys. Reports were obtained from 589 boys and their average yield of corn was $37\frac{1}{2}$ bushels per acre. This corn was grown at a cost of 48c per bushel. The highest yield was 100.5 bushels. In 1916, the corn and pig clubs extended into forty-one counties with an enrollment of 1527 boys. Reports were collected from 450 boys, and the average yield per acre was $42\frac{1}{10}$ bushels. This corn was grown at a cost of 38c per bushel. The highest yield was 119.6 bushels, grown at a cost of 26c per bushel. Another yield of 115 bushels at a cost of 13c per bushel was obtained. A third yield of 100.6 bushels at a cost of 31c per bushel was secured. The record made by the boys for 1916 is $4\frac{1}{2}$ bushels to the acre better than last year, and they reduced the production cost by 10 cents. The work is now being planned for this year and it is believed that a larger enrollment than that of any previous year will be secured.

The pig clubs, during 1916, have extended into fifteen counties, with an enrollment of 336 members. These boys have cared for pure bred animals and, from the 102 reports obtained, we find that the pigs made an average daily gain of three-fourths of a pound per day

at a cost of 4.7c per pound. Many of these animals are in a community where no pure bred stock had ever been raised, and the results show that Florida is growing to be an important live stock State.

The work among the boys throughout the past two years has developed wonderfully. Many interesting demonstrations have been conducted in all sections of the State. In December, 1916, we had seventy-three enthusiastic club members from thirty-one counties, attending the Boys Short Course in Agriculture at the University for a week. This meeting was full of life and interest during the entire term, and it was the best indication of the real interest in club work that has ever occurred in this State.

A resume of the co-operative demonstration work in the State of Florida for the last two years shows that, at the beginning of that period, agents were conducting active operations in 17 counties. The close of 1916 finds us with 36 counties having agents and the prospect of one or two more being added to the list within the next few months. The following is a short summary of results obtained by these agents:

Much has been done to stimulate pride in homes and beautifying the surroundings and also in getting new buildings erected, both home and farm buildings. 84 new buildings were erected during the two years under consideration. 485 improvements were made on old buildings. 36 plans were submitted for rural homes. The agents were able to get farmers to either paint or whitewash 171 buildings. The agents have also been successful in getting water-systems installed in at least 80 country homes and rural lighting systems in 15 or 16 homes. The improvement of the sanitary condition in the rural home is very important and the agent has been giving this his attention. 888 rural homes have improved sanitary conditions. 483 homes were screened against pests and flies and quite a number of flytraps were

installed. These traps were made by the farmer himself as instructed by the agent. Up to 1915, 90 telephone systems were inaugurated in rural homes, due to the agents' activities, and at least twice that number have been installed in 1916.

The increased yield obtained by improved methods in a number of the State's crops is very satisfactory. The average yield of corn has not yet been tabulated for 1916, but the tabulation for 1915 shows that the average yield per acre, obtained by farmers working under agents' coaching was $27 \frac{2}{3}$ bushels. The average yield per acre of the whole State is only 15 bushels per acre. This, of course, shows an increased yield of 12 bushels per acre. When we take this percentage on our twelve and one-half million crop, we can readily see the increased value in this one crop alone. The men spent 85% of their time in the field and 15% of their time in the office. The mileage covered by agents in the field during the last two years has been 212,554 miles. 32,174 official calls on farmers were made by the agents on their rounds.

The County Agents were the means of stimulating better systems in teaching agricultural and inaugurating agricultural courses in 44 schools. There were 1227 visits made to schools at different periods. These school visits are made by the agents for the double purpose of stimulating the interest of the school teachers in agriculture and of assisting the teacher to break the monotony of the rural school life. Teachers always look forward to the visits with great pleasure, and there is a bond of union between the agent and the teacher which is very satisfactory. The teacher can do, and does, a lot of good in getting the boys and girls lined up in the club work, and the agents appreciate this fact and assist the teacher all they can in the school-work.

To give the various activities of the agents, in detail,

would make too long a report. One of the conclusions we are bound to come to is that these men are making dreams become realities.

The foregoing is a mere outline of the organization and scope of the work of the Institution. For admission to any of the five colleges, a candidate for a degree must offer sixteen units, or four full years of high school training, as a prerequisite. This entrance requirement is higher than the published requirements of any other university in the entire South, and is two units in advance of every State university in the Southern States. The organization, equipment, faculty, and the high standards, combine to make this a university in fact as well as in name.

As proof that the University has been of practical service, reference is made to the following tabulation quoted from our recent report to the Board of Control:

"The distribution among the several colleges for the year 1914-1915 was as follows:

Graduate School	12
College of Arts and Sciences	80
College of Agriculture	109
College of Engineering	48
College of Law	71
Teachers College and Normal School	81
Summer School	260
Total	664
Counted twice	17
Net Total	647

In 1915-16 the attendance upon the various colleges was as follows:

Graduate School	12
College of Arts and Sciences	96

College of Agricultural	137
College of Engineering	49
College of Law	69
Teachers College and Normal School.....	88
Summer School	402
Total	853
Counted twice	43
Net Total	810

402
408

The following summary by counties exhibits some interesting information regarding the enrollment. It is particularly noteworthy that nearly every country in the State has been represented in the student body:

	1914-15	1915-16
Alachua	106	149
Baker	7	2
Bay	...	3
Bradford	16	17
Brevard	7	14
Calhoun	2	2
Citrus	13	9
Clay	4	9
Columbia	9	13
Dade	9	11
DeSoto	23	42
Duval	23	39
Escambia	8	7
Franklin	2	3
Gadsden	7	8
Hamilton	8	5
Hernando	13	10
Hillsboro	42	64
Holmes	4	4
Jackson	8	12

Jefferson	7	4
Lafayette	2	5
Lake	18	25
Lee	8	10
Leon	16	12
Levy	15	16
Liberty	1	3
Madison	6	3
Manatee	6	17
Marion	19	44
Monroe	4	13
Nassau	3	4
Oscelola	2	12
Orange	15	17
Palm Beach	11	10
Pasco	17	18
Pinellas	30	22
Polk	46	56
Putnam	5	8
St. Johns	10	5
St. Lucie	11	11
Santa Rosa	13	9
Seminole	...	3
Sumter	12	10
Suwannee	6	10
Taylor	4	4
Volusia	15	19
Wakulla	...	1
Walton	3	5
Washington	9	4
Wilcox, Ga.	...	1
Totals	625	804

The following summary by States and foreign countries is offered to show that the good name of the University is

extending beyond State lines. There is, as will be noted, an ever-increasing number of young men from the more Northern States, who come to take advantage of the high standing and good reputation of the University and,, at the same time, enjoy our delightful Florida climate. These non-resident students, of course, pay a tuition fee, while residents of Florida are admitted free of tuition:

	1914-15	1915-16
Alabama	4	2
China	1	1
Connecticut	...	3
Cuba	...	1
Florida	625	804
Georgia	3	9
Illinois	2	2
Indiana	...	2
Isle of Pines	...	1
Japan	...	1
Kansas	1	....
Kentucky	...	1
Maryland	...	1
Massachusetts	1	....
Mexico	...	1
Michigan	1	....
Minnesota	2	1
Mississippi	1	....
Missouri	3	2
New Hampshire	1	....
New Jersey	...	1
New York	5	4
North Carolina	2	2
Ohio	2	2
Oklahoma	...	2
Pennsylvania	4	2
South Carolina	1	2

Tennessee	2	3
Virginia	1	....
Wisconsin	2	3
Totals	664	853
Counted twice	17	43
Net totals	647	810

A steady progress in attendance from the beginning of the University is shown by the following facts: The enrollment at the end of the first session, in 1906, was 136; in 1907, 102; in 1908, 103; in 1909, 103; in 1910, 186; in 1911, 241; in 1912, 302; in 1913, 321; in 1914, regular 349, including summer school 489; in 1915, regular session 378, including summer school 647; in 1916, regular session 436, including summer school 810.

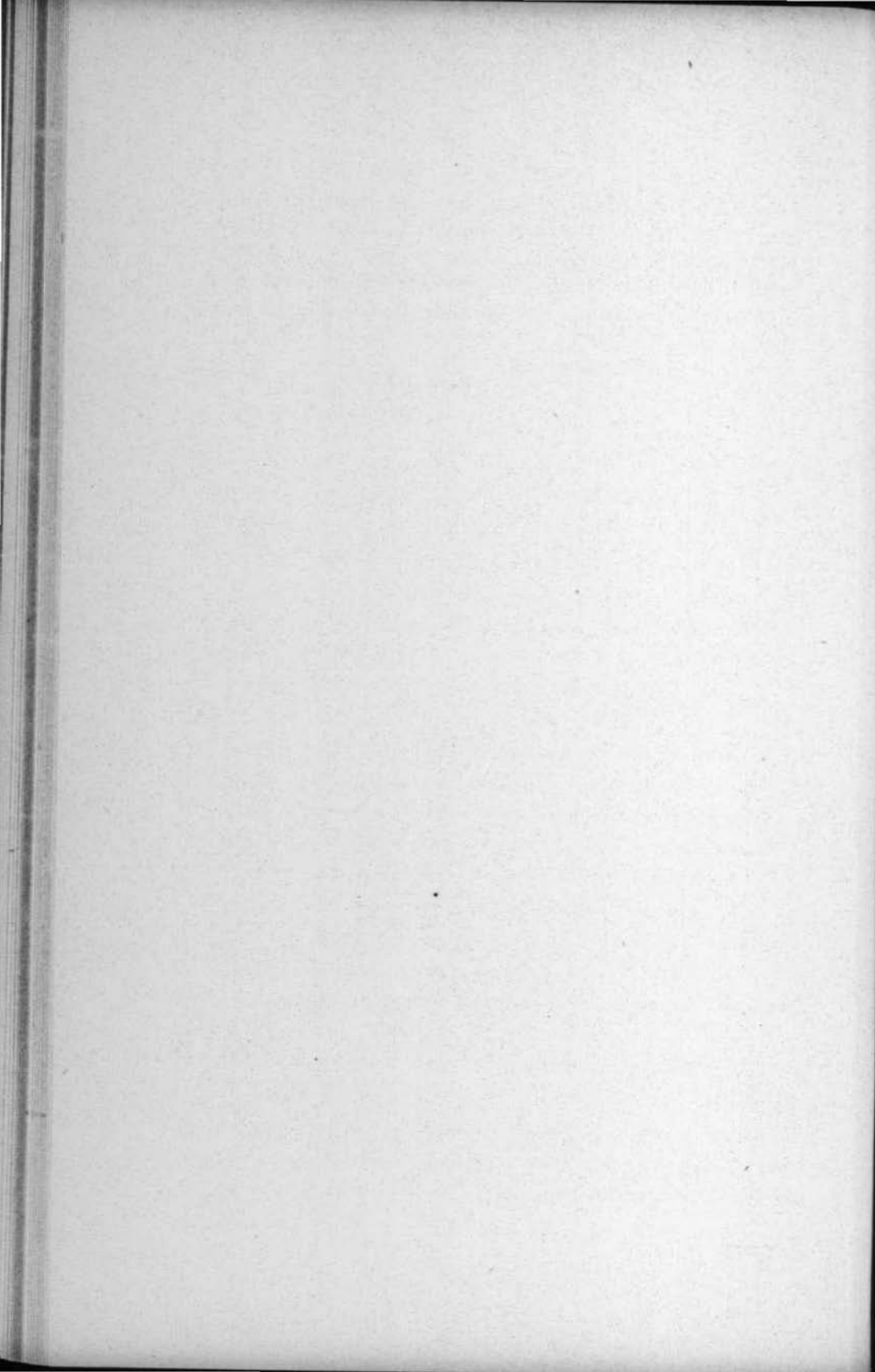
As set out in previous reports, it is to be noted that the above tabulations do not indicate the entire scope of the work of the State University. Its campus is State-wide. Through the lecture bureau, high school inspection, the teachers' employment bureau, teachers' correspondence courses, agricultural correspondence courses, farmers' institutes, farmers' co-operative demonstration work, etc.—through all these agencies the University is reaching thousands of our people in its efforts to promote the educational progress and material development of the State of Florida.

IN CONCLUSION, as from the vantage point of 1917, we consider the labors and accomplishments of the University of Florida during the biennial period of 1914-1916, the status of the University today, and the great future of service for which we have every reason to hope, we are

grateful for the forces at work to bring about the fulfillment of our ideal: The ideal of youth grown to manhood, equipped with a strength rooted in the knowledge of what is best, what is truest, in the fields of endeavor, and able to use his strength in making this a greater and happier commonwealth.

Respectfully submitted,

A. A. MURPHREE, President,
University of Florida.



FLORIDA STATE COLLEGE FOR WOMEN.

Tallahassee, Fla., January 23, 1917.

Hon. Wm. N. Sheats,

State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:—In compliance with your request, I have the honor to submit herewith a report of the Florida State College for Women for the biennium beginning July 1, 1914, and ending June 30, 1916.

The College for Women has had two successful years. All departments of the College have been maintained on a high level of efficiency during the past two years. The faculty has been increased and the equipment enlarged to meet the demands of the increased enrollment. New departments have been added in order to meet more adequately modern educational demands. Moreover, the College for Women continues to receive recognition beyond the borders of Florida. In 1915 the College became a member of the Association of Southern Colleges and Secondary Schools. Only colleges of first-rate standing are admitted to the association. When the College was admitted there were only seven woman's colleges in the South to receive this recognition; thus the College for Women, in the estimation of the educators of the country, was placed among the few great woman's colleges in the South.

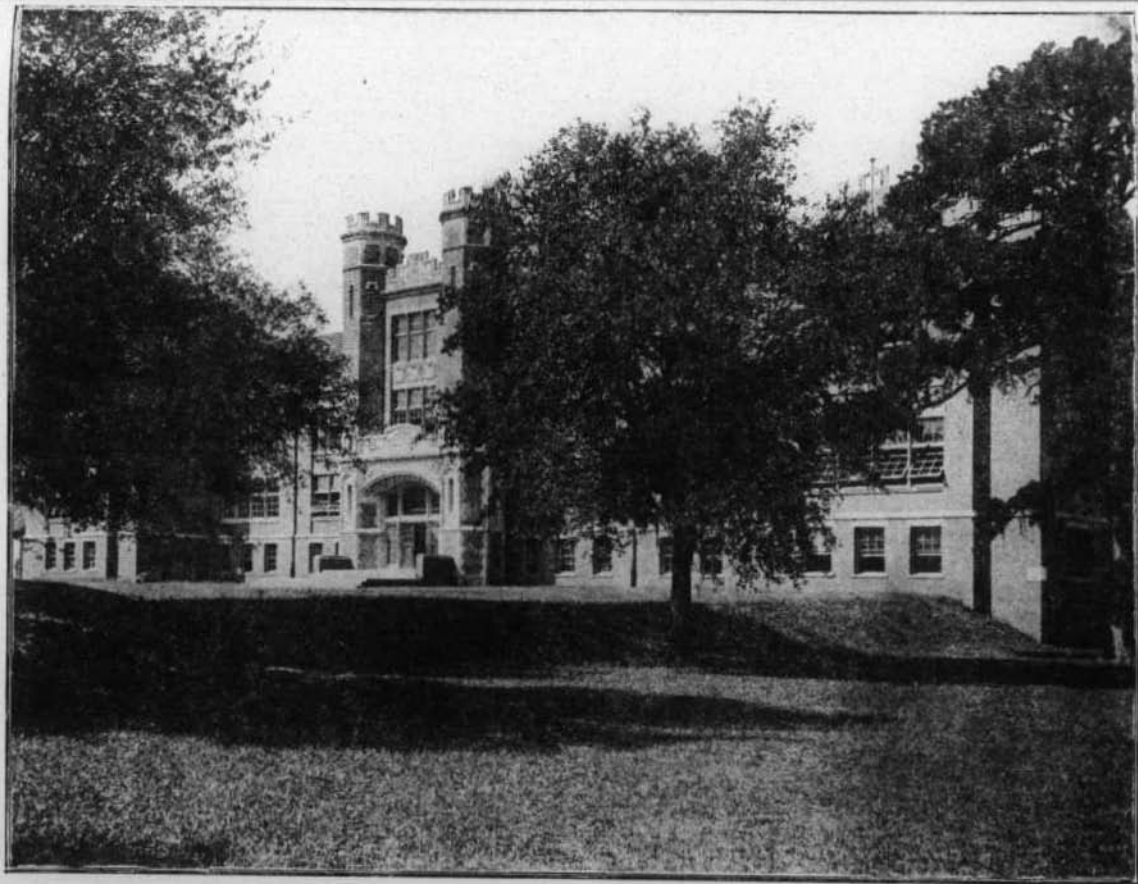
I pointed out in my last report that a number of States in the Union besides Florida recognize our degree by granting State certificates to our graduates without examination. It has been recognized by educators for a number of years that a course of thorough education and training of from two to four years is a better credential

for teaching than a certificate based on a brief examination. Indeed, a student during her period of training not only gets careful direction and training, but has to pass many examinations before a diploma can be issued. The laws that give recognition to thorough training and thereby induce young people preparing to teach to take a course of training are laws that render valuable assistance in the upbuilding of the public schools of the State. Other States have found this to be true, and that it is true in Florida can be seen from the increased demand for teacher training in the regular college term and in the Summer School both of the College for Women and of the University of Florida. The teacher training departments have grown enormously since the certificate laws were passed granting certificates to graduates and extending certificates of those who attend the Summer School. In the Normal School of the College for Women, for instance, in the spring of 1913 we had 8 seniors and 1 junior; in 1916-17 we have 56 seniors and 69 juniors. In the Summer School in 1913 we had an enrollment of 60; in 1916 we had 363.

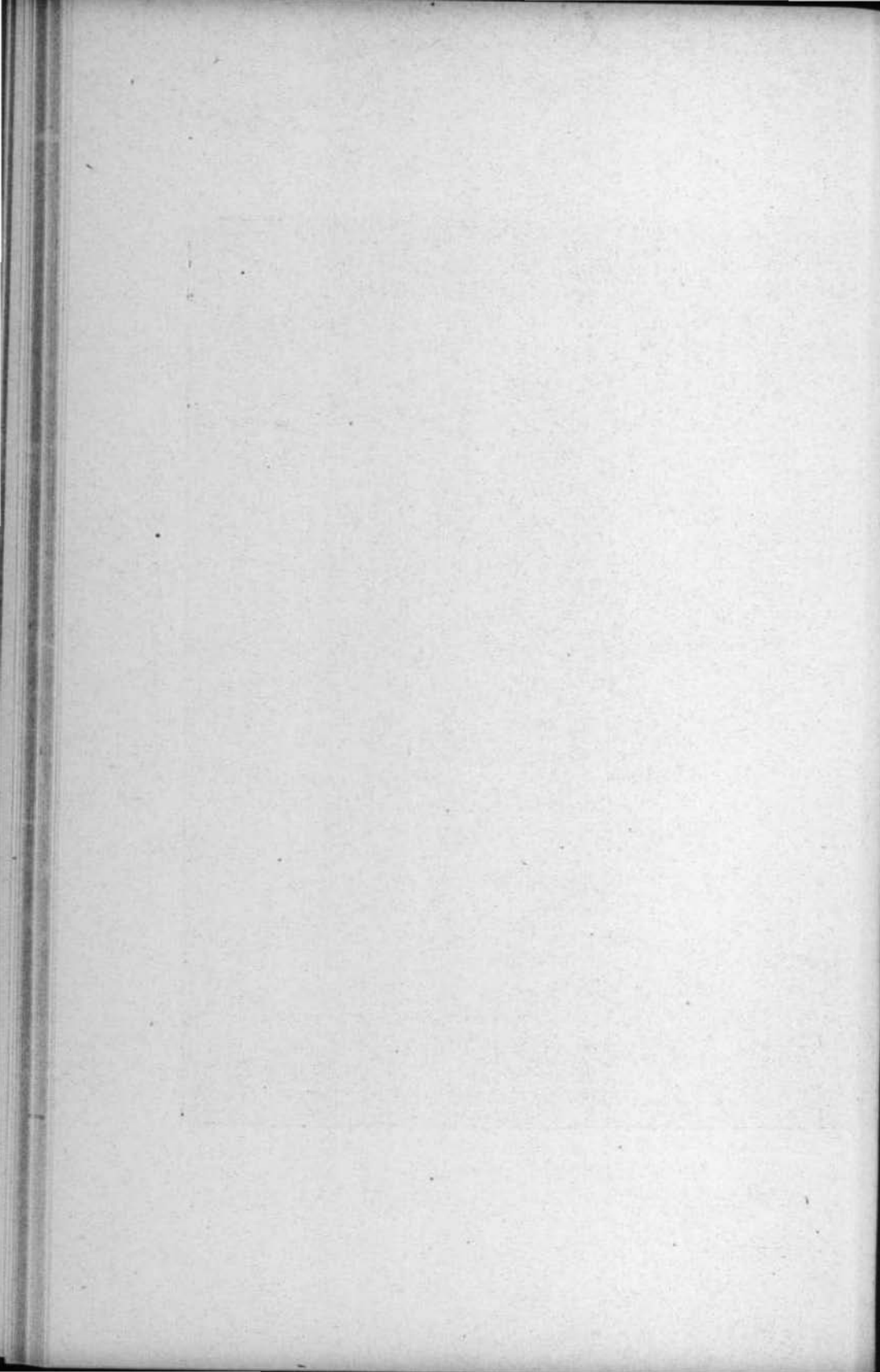
NEW DEPARTMENTS.

Additional teachers were appointed in the various departments as the increased attendance demanded. Two new departments were established to satisfy the demand for practical work. Hand-work for the teachers in training here had been offered in the past by various members of the faculty, but in 1916 this work was organized under a manual training department. A shop for woodworking was equipped and a manual training teacher appointed. The teacher in charge of this department has also charge of the manual work in the Training School.

Manual work is of great educative value to the child. Not only do all the great productive industries rest on manual work, but the fundamental nature of the child is



State College for Women—Administration Building.



motor. The child wants to *make* things. It is therefore of the greatest importance that the teacher understand this interest of the child and that she be acquainted with the principles of hand-work. In order to meet this situation more adequately, the manual training department was established.

In 1916 the College also organized a Business Department. The necessary equipment was purchased and a teacher appointed. In this department all the subjects are taught that are usually taught in a business school. The head of this department also teaches penmanship in the Normal School.

In this department young women can equip themselves as secretaries, stenographers, bookkeepers, etc. This department, moreover, gives opportunities for students in the regular degree courses to train themselves in some phases of commercial work such as book-keeping or typewriting.

BUILDINGS.

No new buildings were erected during the past two years. As a consequence we are in great need of more buildings. The greatest need is a new Education and Normal School Building. Our teacher training facilities are entirely inadequate. Whereas a few years ago we had very small classes in the advanced Normal work we now have very large classes. This year we have 46 seniors and 69 juniors in the Normal School and observation and practice facilities for only a few at a time. Besides many of the juniors and seniors of the College of Arts and Sciences are preparing to teach in the grades and demand facilities in the Training School. In the college department there are 27 juniors and 21 seniors.

This increased demand for professional training is largely due to the law giving recognition to the work

done by our students by granting them State Certificates on the basis of their graduation, provided they do the required amount of professional work and make the required grade. Nearly every state in the Union is giving such recognition to the graduates of its state schools and all states which have done this have found it an excellent method to build up the profession of teaching within its borders. To do the professional work that is now demanded at the College for Women an Education Building is a pressing need.

In my report to the Board of Control I said the following and I wish to repeat it here:

"The College for Women does more toward the training of teachers than any other school in the State and it behooves the State to give her facilities such that she can render the service which the public schools in the State expect—yes, demand of her. All modern institutions for the training of teachers have facilities for practical work far superior to ours and hence our teachers are handicapped beyond measure. It is poor policy to employ highly trained teachers such as the State demands and must have, in its Normal School and then cripple their work by a false economy in not supplying the needed equipment. Winthrop College, Rock Hill, S. C., has an Educational Building as large as our Administration building. That building cost about \$120,000. I mention this only to show how other states are furnishing the needed equipment for the training of their teachers."

Our dormitory space is also inadequate. This year we are not able to accommodate the students who ask for admission. A new dormitory is urgently needed. I place the need of a Training School Building first because we cannot give our present students the training school facilities they need and it is not right to the patrons nor to the students to invite more students than the educational facilities justify.

CAMPUS.

We have made such improvements on our campus as our means permitted. Walks have been laid from the dormitories to the Administration Building and from the Administration Building to the street. The driveway in front of the Administration Building has been paved with the same material with which College avenue was paved by the city. Trees and shrubs have been planted in various parts of the campus, flowers are grown, and the grounds are kept neat and clean so that the whole has an attractive appearance at all times.

Additional land has been purchased for the farm and it is hoped that soon the College can produce its own dairy products for the dining room.

HOME DEPARTMENT.

The dormitories have been kept in first class repair and have been pronounced amongst the best in the South. The home life of the College is as nearly as possible that of a first class private home. The conduct of the students is under the direction of a student government association and a faculty council of which the president of the College is Chairman. Under this arrangement the life of the students has been better and healthier than it could have been under exclusive faculty control.

The kitchen and dining room are equipped with the best and latest sanitary appliances and are in charge of a trained dietitian.

EXTENSION WORK.

The Extension Work carried on from the College as headquarters has increased immensely. As to the detailed data I would refer to the report of Miss Harris in the 1916 report of the Board of Control.

I wish here especially to emphasize the invaluable aid

given to this work by the public school teachers, and the public school officials, both the superintendents and the members of school boards. Without their assistance this work could not have made the progress it has made.

SUMMER SCHOOL.

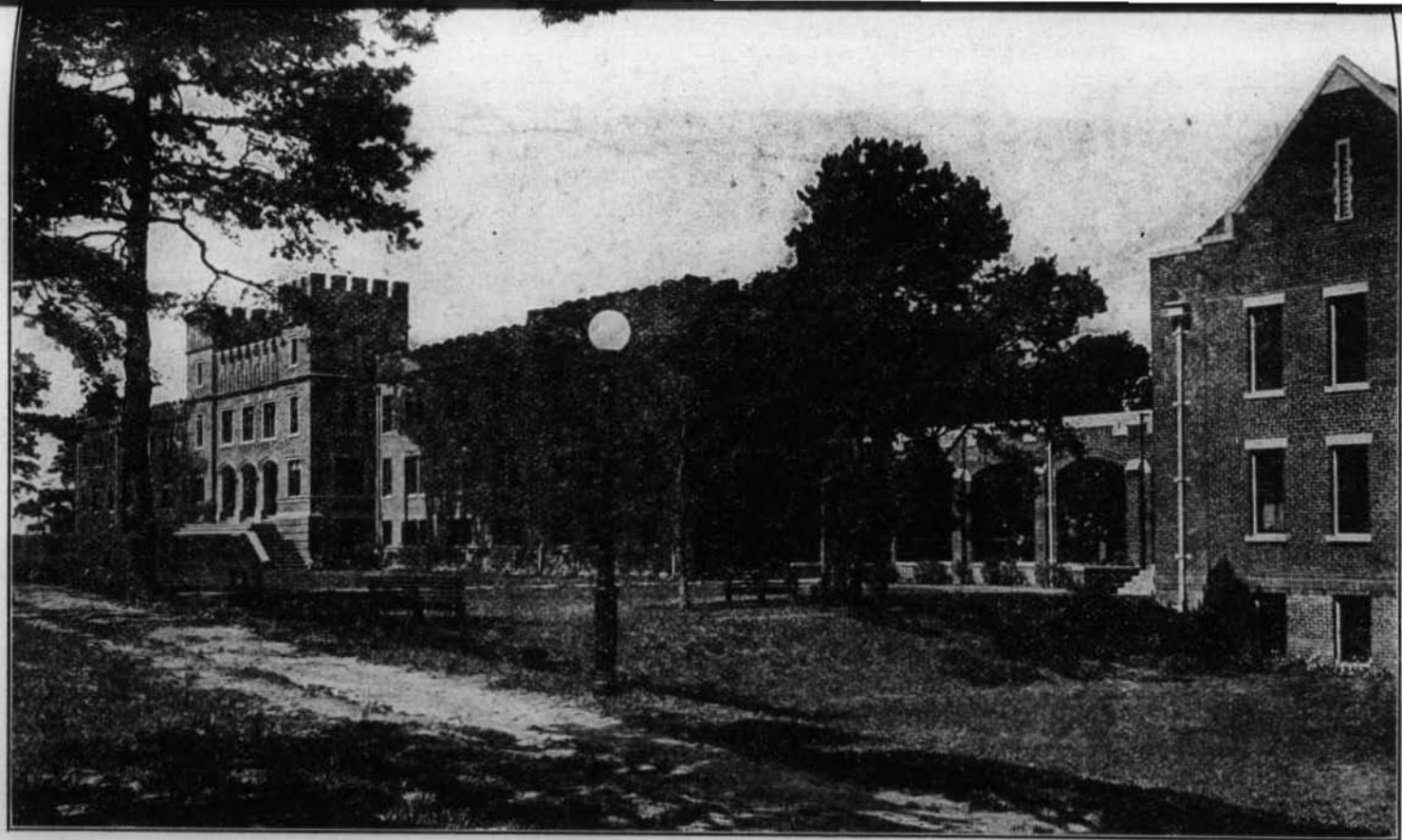
The attendance at the Summer Schools 1914-15 and 1915-16 has been a great deal better than in previous years. This is partly due to the fact that the State gives recognition to the work by extending certificates and partly to the fact that the work has been broadened and raised to a higher level. Many of the teachers demand other work than mere cramming for certificates; they come for inspiration and a broader outlook.

Most of the Summer School teachers are underpaid and yet the work they do is of very great value to the State. To carry on the work as it ought to be, by Summer School funds exclusively, the College for Women should have twice the amount it had last year, and if the enrollment increases as it has increased in the past and if the demand for advanced courses and for practical work increases, this amount would even be inadequate. In the past the Board of Control made provisions in its budget from the Educational Fund to meet the deficiencies in the Summer School funds.

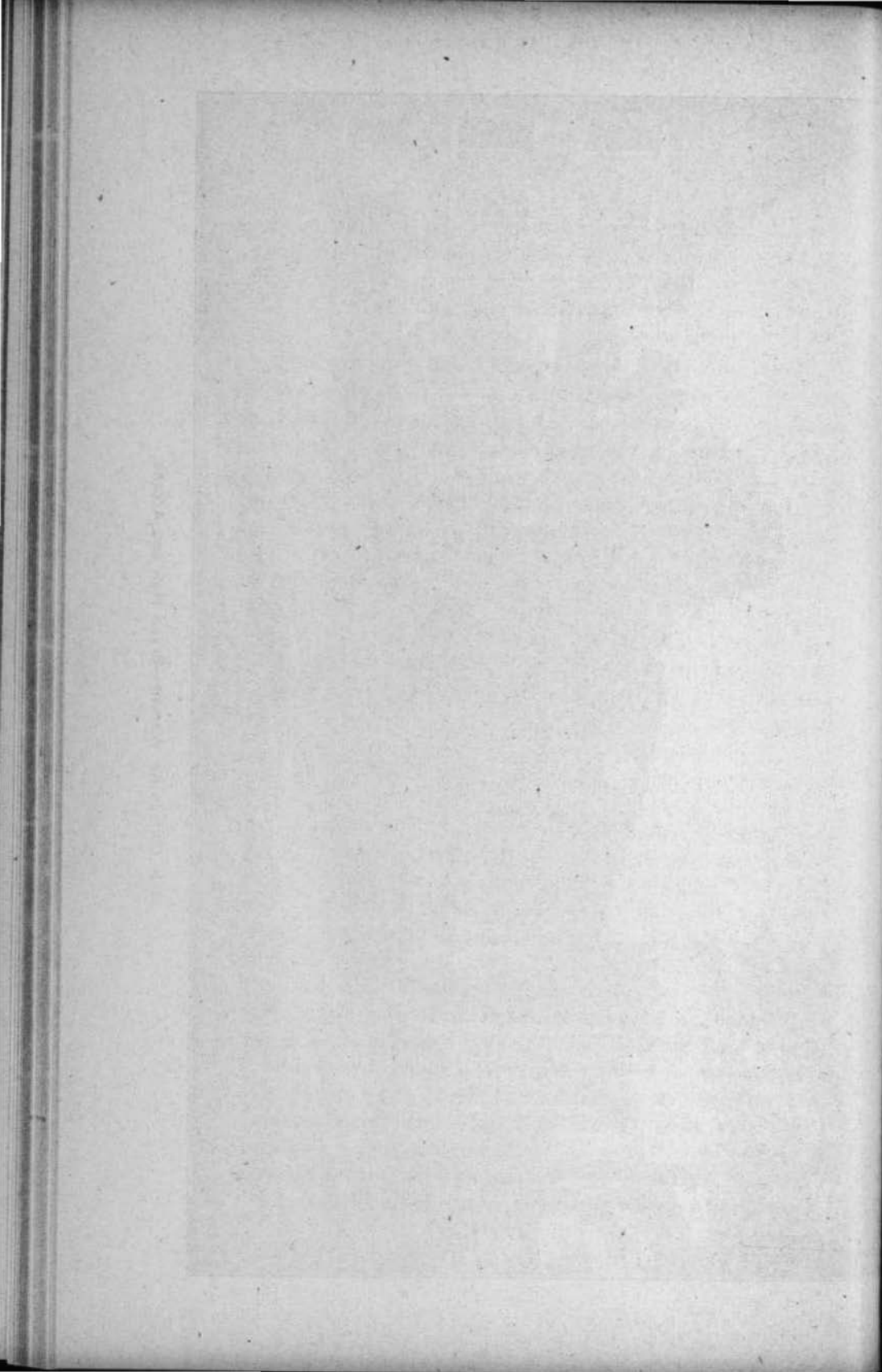
I would strongly recommend that adequate provision be made for the increasing work in the Summer School.

SELF-HELP.

A number of the students of the Florida State College for Women come here with money they earn themselves. Others come and earn part of their way through school. There are about twenty-five girls who assist in the dining room at meal times by waiting on the tables and there are usually from twelve to fifteen who assist in



State College for Women—Bryan Hall and Arcade.



the Library, in the Music School, in the Gymnasium and in the Laboratories. The girls who assist in the dining room receive their board for their work and those who assist in the other departments are paid about 25c per hour for their work.

Many more girls, however, are asking for work than we have positions. Quite a number of those who cannot come would be enabled to do so if they could have a way of borrowing the money at a low rate of interest. Others drop out because of lack of funds. If the College could have a loan fund of from \$5,000 to \$10,000 to assist these young women struggling for an education, a great deal of good could be accomplished. A benefactor would find here an excellent means for helping ambitious and worthy students. Nearly all those who are thus struggling for an education later enter the School-room as teachers; any assistance given them would practically be a direct help to the public schools of the State.

Cost.

The cost of attending the College for Women is exceedingly low when compared with the excellent facilities the State offers. Tuition in all academic and class work is free and all other charges are low. Board for nine months, including room, heat and light, is only \$114. Good board can be furnished at this low rate because the College buys its provisions at wholesale and buys its staple goods in large quantities at times when the market is best, and because the boarding department is under scientific management. Moreover, the College raises a large part of its vegetables and meat, and hopes before long to produce its own dairy products for the dining room. If the College had a central heating and power plant and a good dairy barn and dairy herd, the expense of the student could probably be reduced still lower.

The total cost for a student to attend the College for Women for board, fees, room, laundry and books is less than \$160 for nine months.

ENROLLMENT.

As the records show, the attendance at the College is constantly increasing. At the opening of school in September, 1916, more students applied for admission than we could accommodate. Moreover, the students who enter here are better prepared from year to year. This is an index that the public schools in the State are growing in efficiency.

ENROLLMENT FOR THE PAST ELEVEN YEARS.

1905-06	204
1906-07	220
1907-08	240
1908-09	257
1909-10	273
1910-11	280
1911-12	315
1912-13	413
1913-14 (including Summer School, 60).....	477
1914-15 (including Summer School, 163).....	636
1915-16 (including Summer School, 259).....	818

ENROLLMENT—1914-15.

Graduate School	7
College of Arts and Sciences—	
Senior	27
Junior	16
Sophomore	18
Freshman	49
Special	13
High School IV.....	13
High School III	8— 144

Normal School—

Senior	19	
Junior	39	
Sophomore	14	
Freshman	28	
Teachers' Review, second year.....	39	
Teachers' Review, first year.....	46	
Teachers' Spring Review.....	33	
Special	3	
Community Extension	14—	235

Summer School 163

School of Fine Arts (Private Lessons)—

Special Art	6	
Special Expression.....	28	
Special Piano	89	
Special Voice	46	
Special Violin	10	
Special Organ	5—	184

Short Courses—

For Housekeepers	31	
For Demonstration Agents	19	
In canning	24—	74

Total enrollment in all schools..... 807

Names counted more than once..... 171

Total enrollment, excluding duplicates. 636

SUMMARY BY STATES.

Florida, 52 counties	604
Alabama	6
Connecticut	1
Georgia	15
Kentucky	1
Mississippi	2
New Mexico	1

Ohio	1
South Dakota	1
Tennessee	2
Texas	1
Virginia	1
Total	636

ENROLLMENT—1915-16.

Graduate School	6
College of Arts and Sciences—	
Senior	15
Junior	25
Sophomore	29
Freshman	74
Special	14
High School IV.....	13
High School III.....	21— 191
Normal School—	
Senior	35
Junior	60
Sophomore	29
Freshman	36
Teachers' Review, second year.....	30
Teachers' Review, first year.....	25
Teachers' Spring Review.....	43
Special	6
Community Extension	9— 273
Summer School	259
School of Fine Art (Private Lessons)—	
Special Art	11
Special Expression	33
Special Piano	112
Special Voice	59
Special Violin	14
Special Organ	5— 234

Short Courses—

For Housekeepers	46	
For Demonstration Agents.....	29	
In Canning	24—	99

Total enrollment in all schools.....	1062
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Names counted more than once.....	252
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Total enrollment, excluding duplicates.	810
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SUMMARY BY STATES.

Florida, 52 counties.....	764
Alabama	9
District of Columbia.....	1
Georgia	17
Iowa	1
Kentucky	2
Louisiana	2
Massachusettes	2
Mississippi	4
North Carolina	2
New York	1
Ohio	1
Pennsylvania	1
Tennessee	2
Texas	1
Total	810

Respectfully submitted,

EDWARD CONRADI,

President.

SCHOOL FOR THE DEAF AND THE BLIND.

St. Augustine, Fla., March 1, 1917.

Dr. W. N. Sheats,

State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:

I compliance with your request, I have the honor to submit herewith a report of the Florida School for the Deaf and the Blind for the years 1914-15 and 1915-16. When carefully considered, the work of the school for this period will stand a favorable comparison with that of former years and presents many points of excellence and improvement. The activities of the school have been enlarged, advancement has been made along numerous lines, and there are other evidences of steady growth. The general policy of the school has not been changed. This school stands for a three-fold ideal: to make our students morally sound, intellectually bright and industrially capable. And through the faithful and efficient efforts put forth by the officers and teachers, this ideal has been more nearly approached during the past biennial period than at any time since the school has been placed under its present management.

To be useful, the school must be helpful and uplifting in all its activities. And we have endeavored to establish and maintain a reputation for sound, practical instruction, divesting our special work of all superficial and impractical methods. We follow only those lines of education and training that will eventually prove satisfactory to the graduate in adapting himself to the demands made upon him to earn a livelihood—and in bringing a few of life's higher pleasures to his restricted pathway.

The years under review have been years of unusual progress in the school. Nothing of a serious nature has occurred to disturb its progress. The work of instruction in all departments has been conducted with utmost care and consideration.

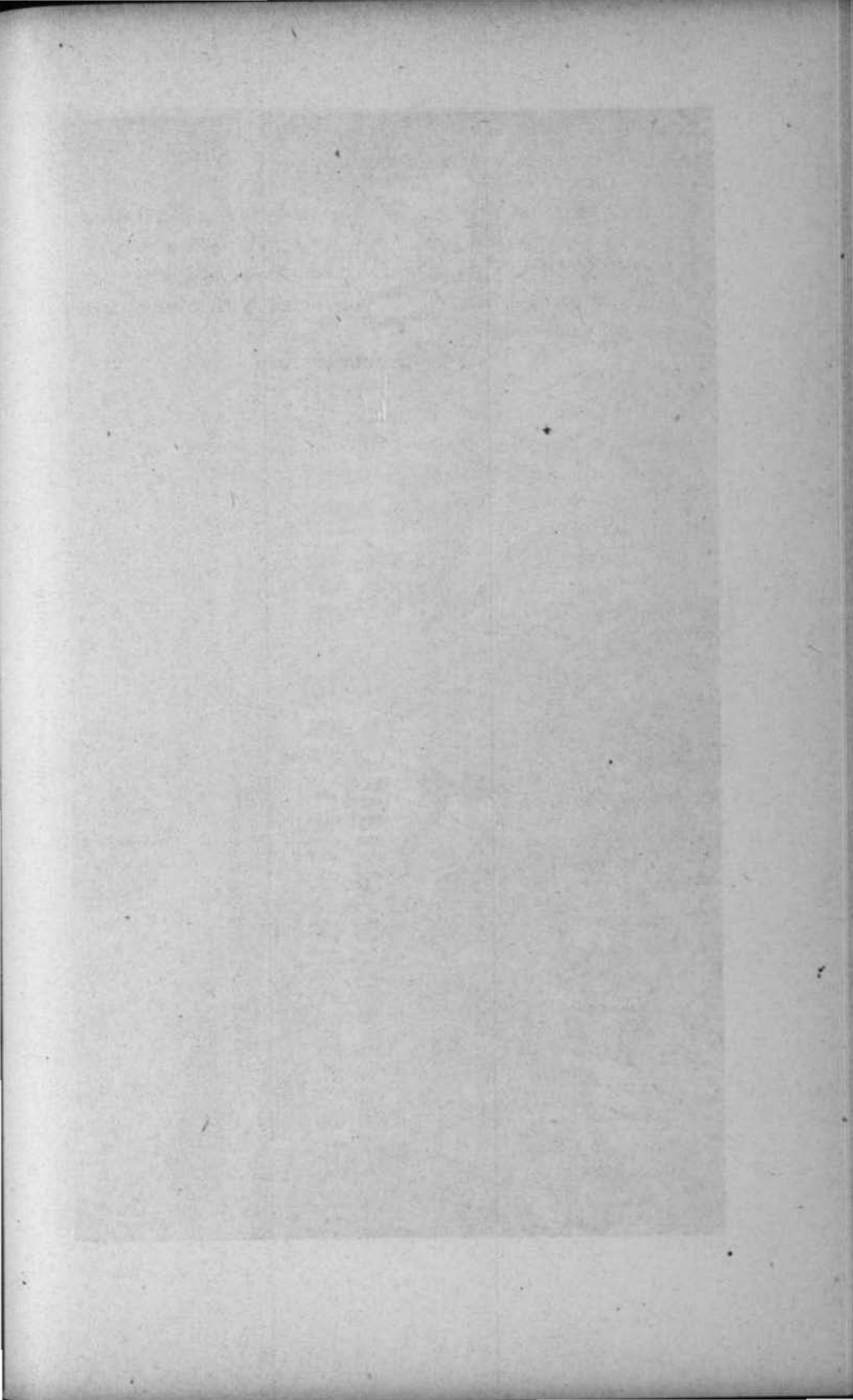
ATTENDANCE.

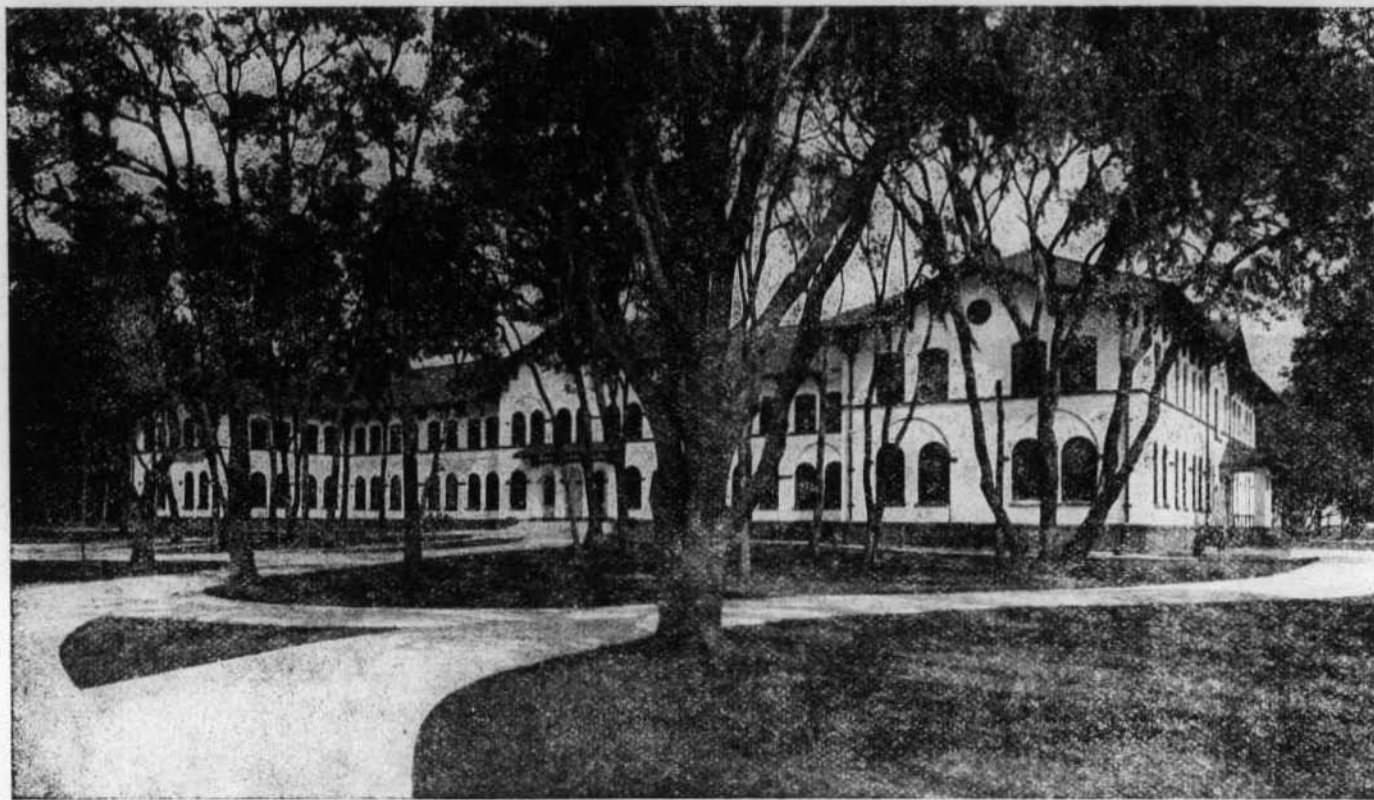
The enrollment of students for the past two years shows a steady increase. During this period 162 were admitted. For the year 1914-15 the total enrollment was 137; for 1915-16 it was 146.

White—	
Deaf	92
Blind	40
Negroes—	
Deaf	23
Blind	7
Total	162

SUMMARY BY COUNTIES.

County—	No. Students
Alachua	5
Bradford	3
Brevard	1
Calhoun	1
Columbia	3
Dade	18
DeSoto	5
Duval	28
Escambia	3
Franklin	1
Gadsden	3
Hamilton	2
Hernando	1

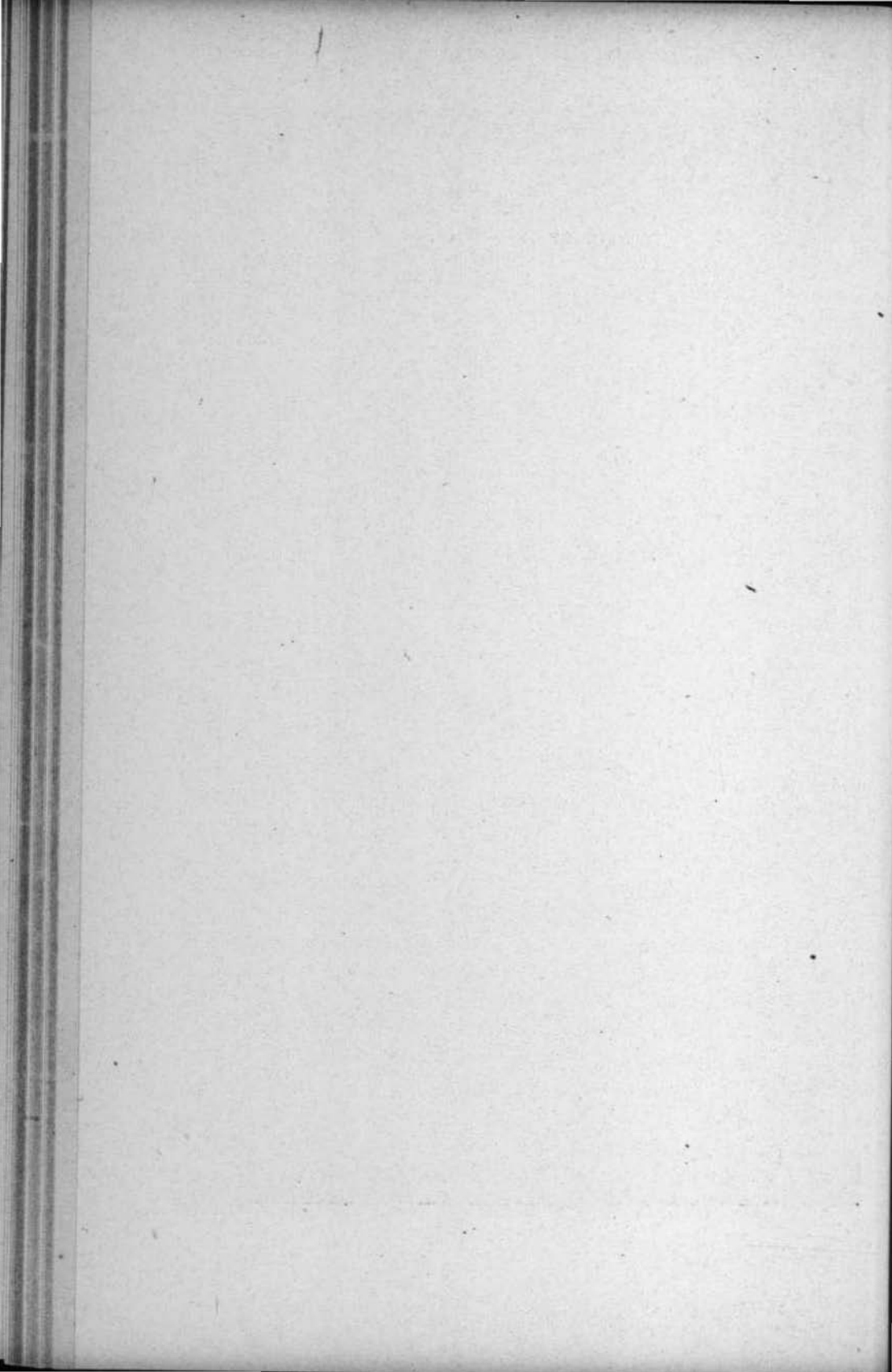




Administration Building.



Industrial Building.



Hillsboro	18
Holmes	4
Jackson	3
Jefferson	2
Lake	3
Lee	3
Leon	1
Levy	2
Manatee	2
Marion	1
Monroe	1
Orange	8
Osceola	3
Pasco	1
Pinellas	3
Polk	12
Putnam	6
St. Johns	7
St. Lucie	2
Suwannee	2
Volusia	8
Walton	2
Washington	2
Total	162

TERMS OF ADMISSION.

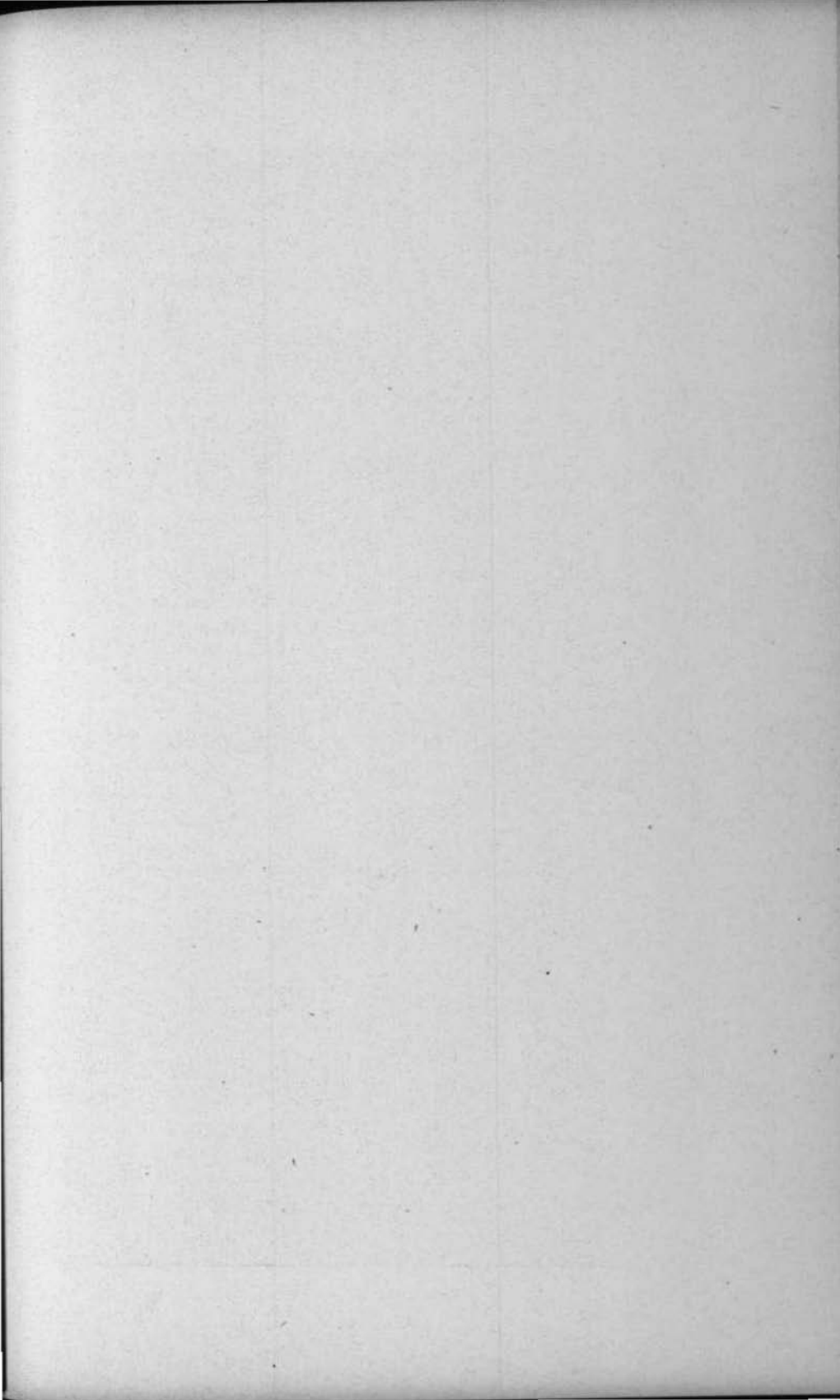
This school is intended to supplement the public school system of our State. Children residing in the State, between the ages of 6 and 21, capable of attending a school and profiting by instruction, who from defective hearing or sight can not be taught in the public schools, are admitted here. A child does not necessarily have to be totally deaf or totally blind to secure admission. To be admitted, he must be unable to make progress in the public schools on account of defective vision or hearing.

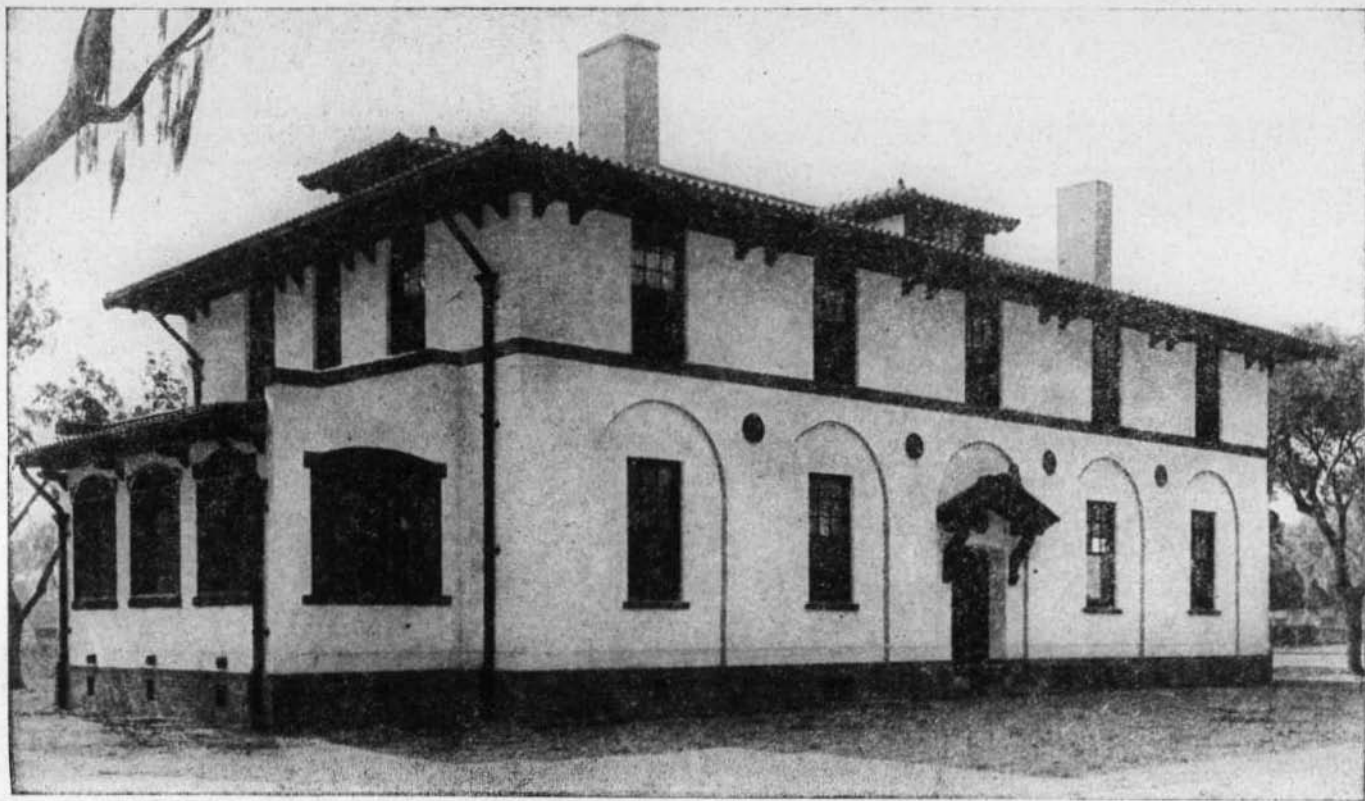
This is a school. Its purposes are strictly educational. It is not custodial in its character. Children in such poor health as to be unable to attend school regularly, or who have not sufficient mental ability to receive instruction and to progress thereby, can not remain. Progress is the test.

Parents or guardians having a child who from defective hearing or vision can not be taught in the public schools, should write the President of the School and ask for the blanks necessary to enter the child. These will gladly be furnished. There is a blank application which must be filled out by the parent or guardian. This blank contains questions as to the child's name, age, cause of deafness or blindness, general condition of health, physical and mental development, and other questions which will assist the school authorities in teaching and caring for the child. Then there is a blank certificate to be signed by the County Commissioners from the county in which the applicant resides in case the parent or guardian is not able to pay a small charge per month for board. This certificate, properly signed by the County Commissioners, entitles the child to free admission into the school. There are no charges then for anything, except the parent or guardian must clothe the child.

HEALTH.

The health of the school has been excellent. There has been no epidemic and no serious illness. The most careful attention is given to sanitation and to the personal care of the pupils in all that relates to the preservation of health. The school is now provided with a modern hospital building. This building has just been completed and adds another link to the general efficiency of the school. The general good health of the school, however, is due not alone to good medical care and treatment, but

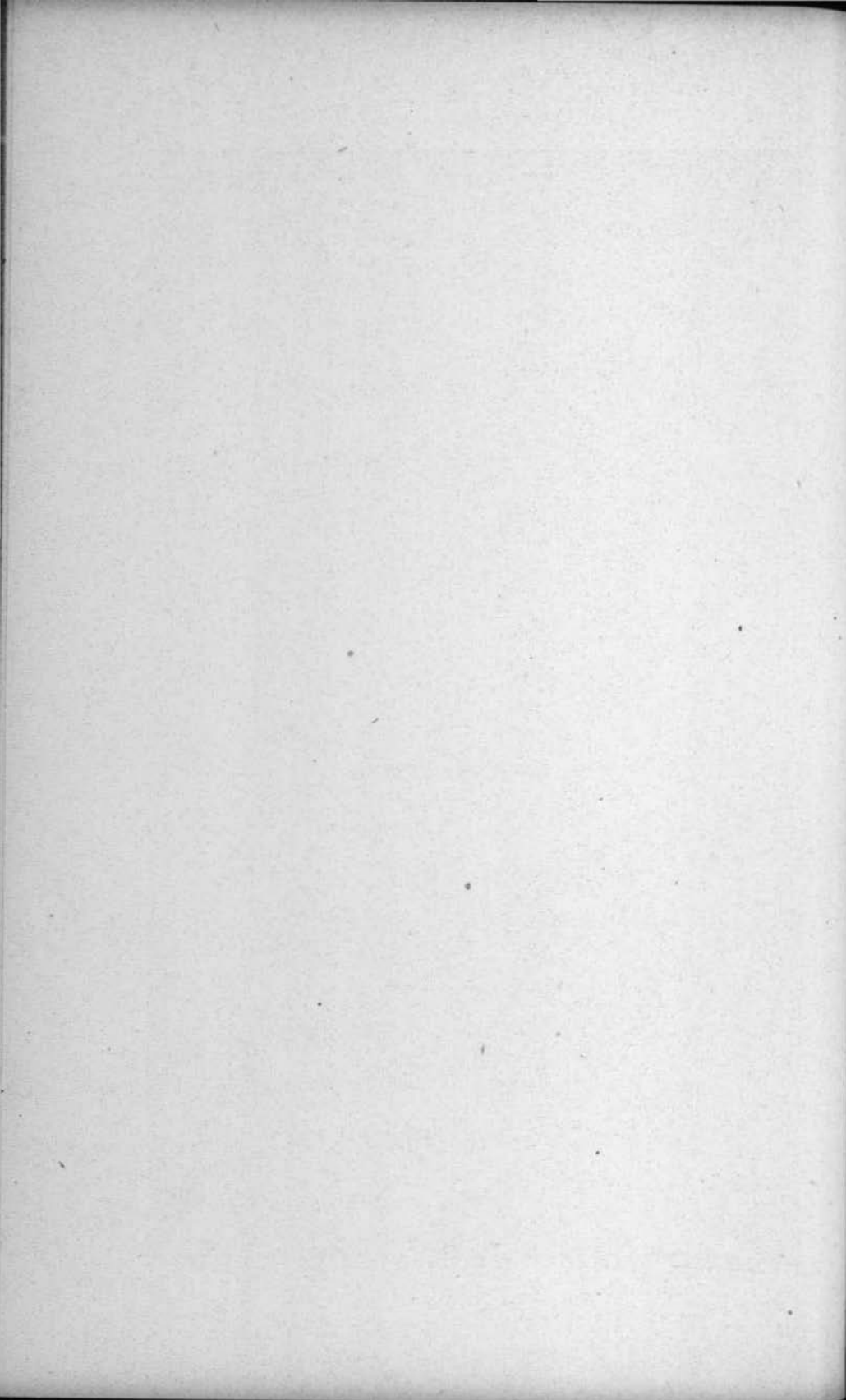


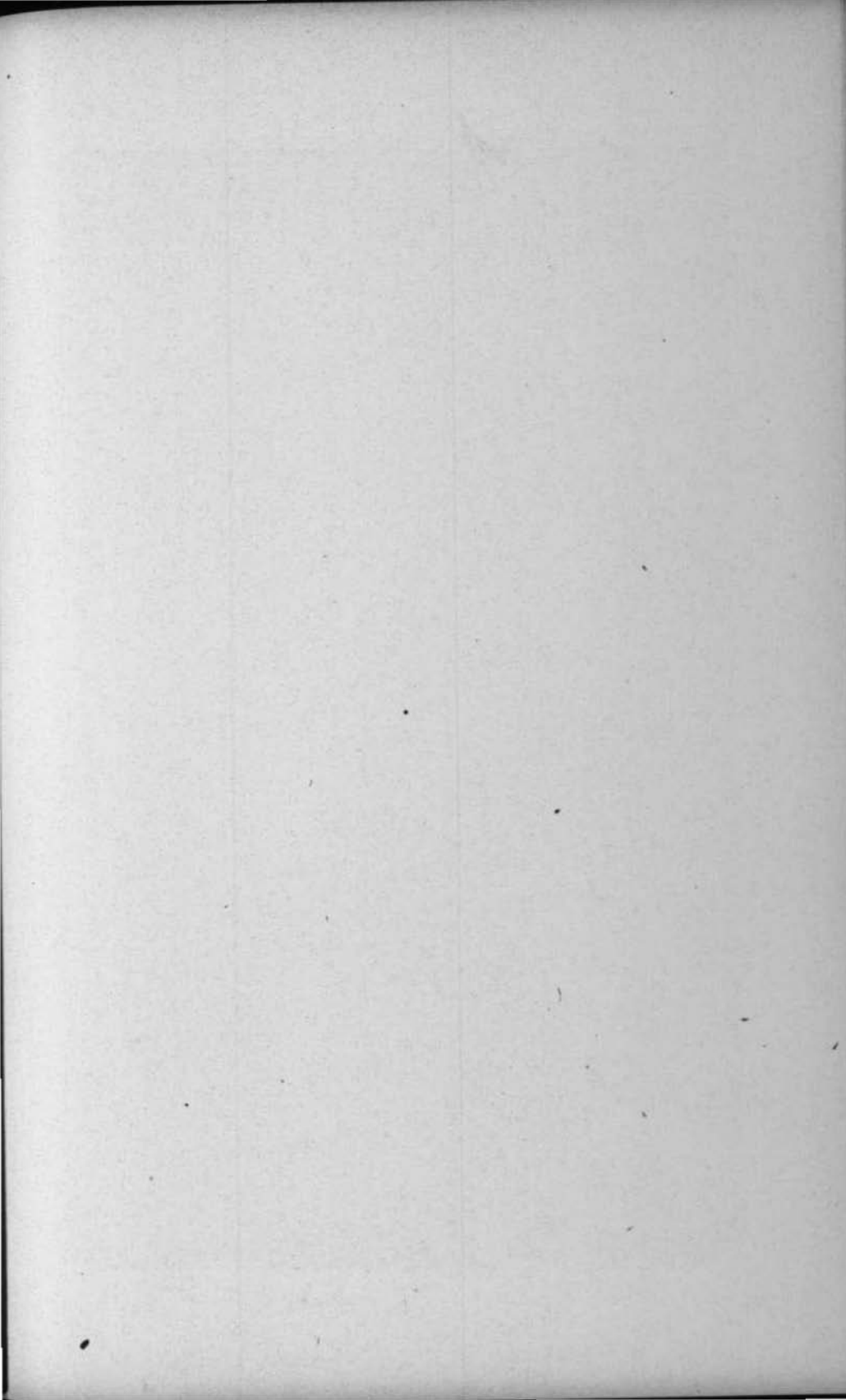


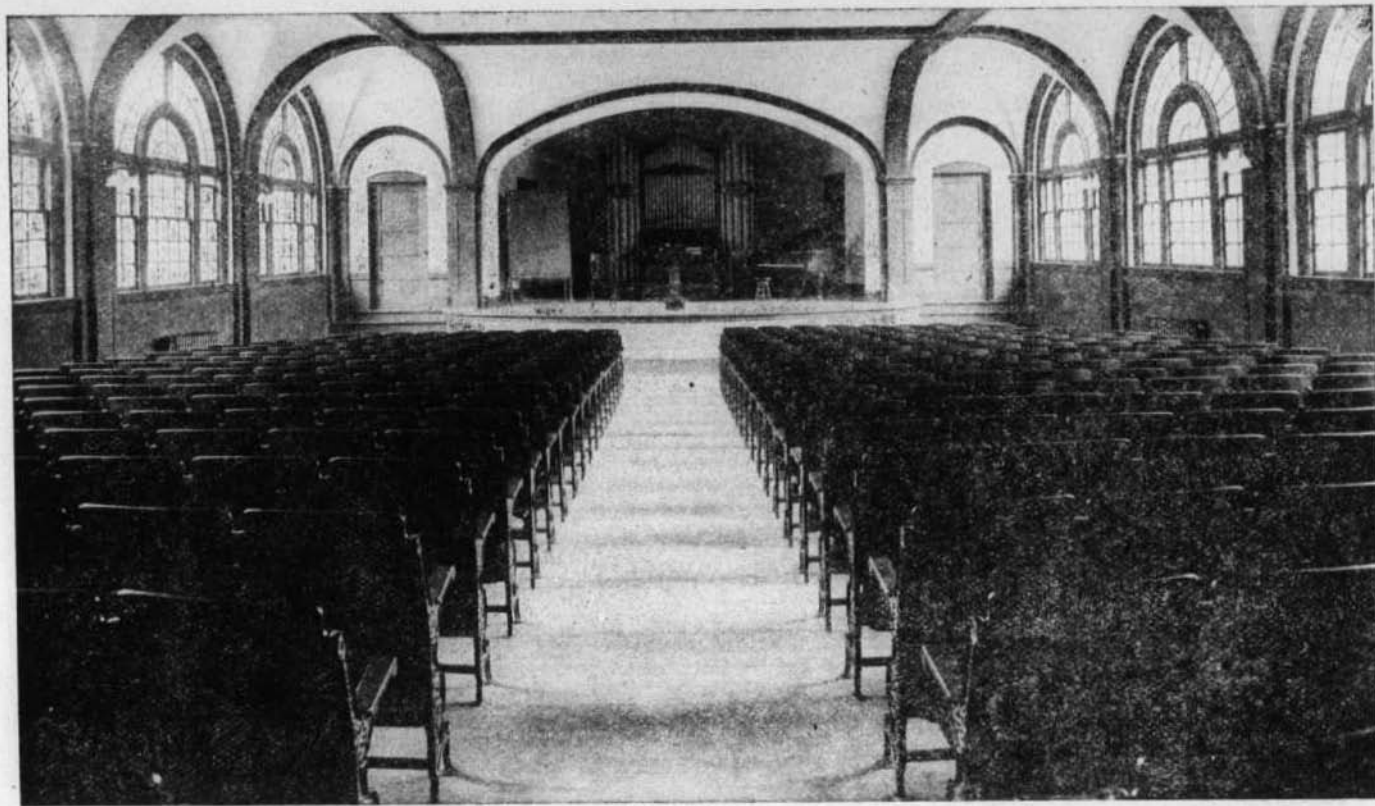
Hospital.



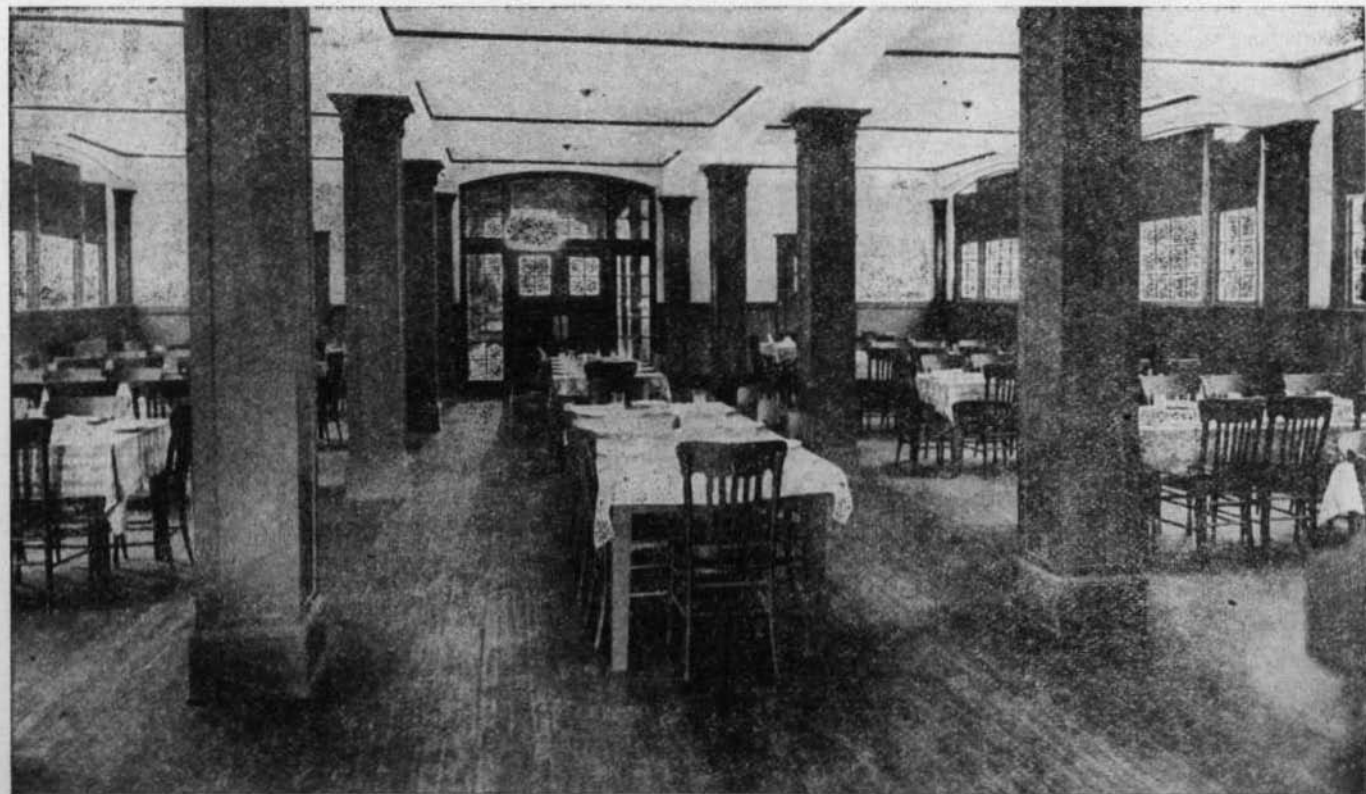
Service Building.



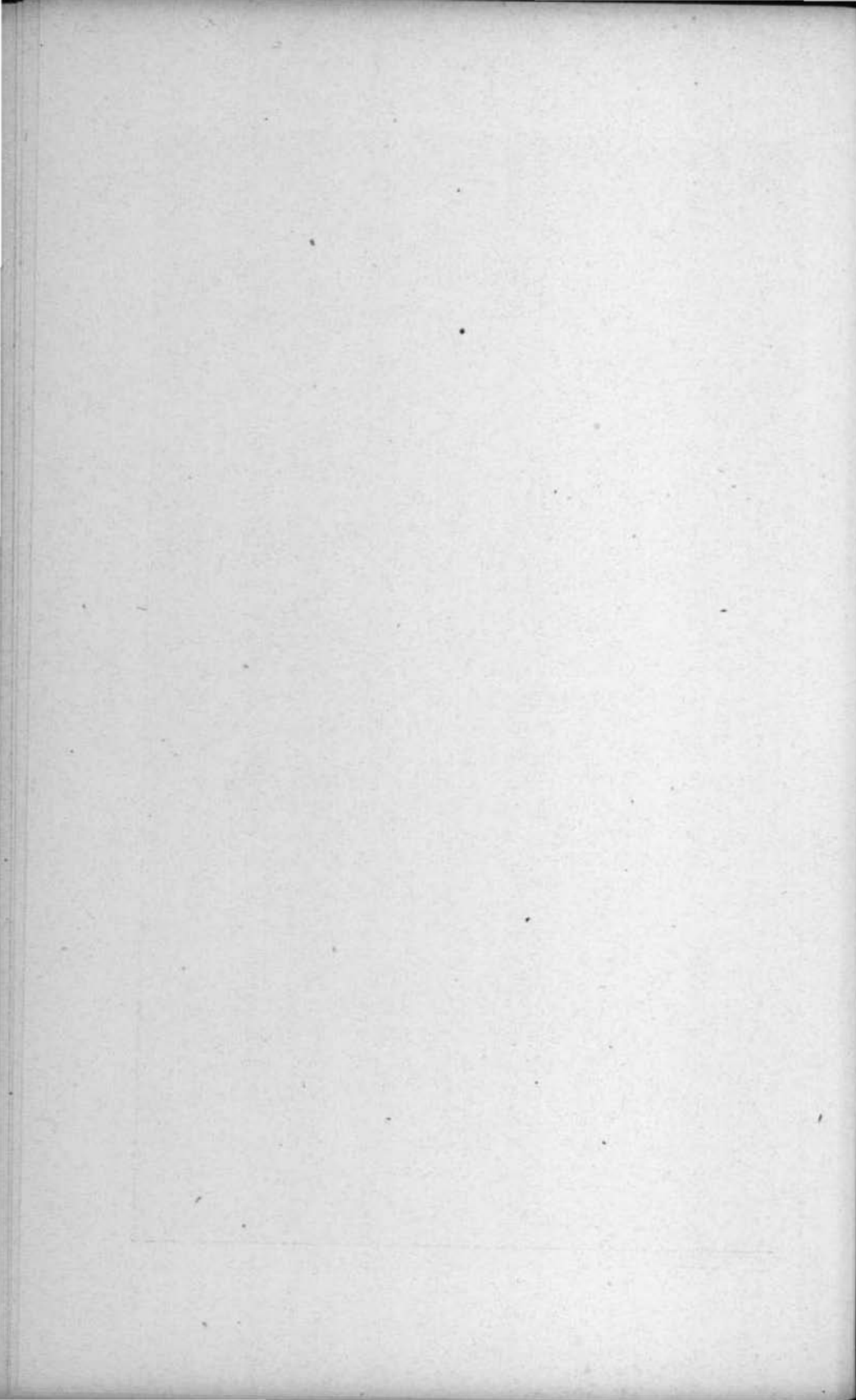




Auditorium.



Dining Room.



also to a great measure to the regular habits of the pupils, to careful dietaries, and to a proper alternation of work and play.

LITERARY DEPARTMENT.

The literary department has been continued along lines fully explained in previous reports. While we carefully note all advances in methods of education and endeavor to learn from the experience of other schools, we hold fast to that which is good. Skilled and experienced teachers have been carefully selected for the work. The curriculum has gradually been raised and the general classification of the pupils given especial attention.

While this is strictly a school, still the age at which the children enter and the time they remain make it imperative that as home-like influences as possible be thrown around them. To this end the duties of those charged with the care and instruction of the children are so prescribed as to bring the children continually under intelligent and refining influences.

It is hard for parents to give up their children, especially at so tender an age, and their hearts should be comforted with the knowledge that they are receiving that sympathetic and faithful instruction which characterizes the well-regulated Christian home.

INDUSTRIAL DEPARTMENT.

This is one of the most important departments of the school. We strive in this department to train our deaf and blind pupils to perfect their knowledge of some useful trade, taking them from the rank of dependents and giving to them a place among the wage-earning and self-supporting. The facilities for trade teaching in this department have been increased from year to year. Such practical trades as have stood the test from time to time are being taught.

IMPROVEMENTS.

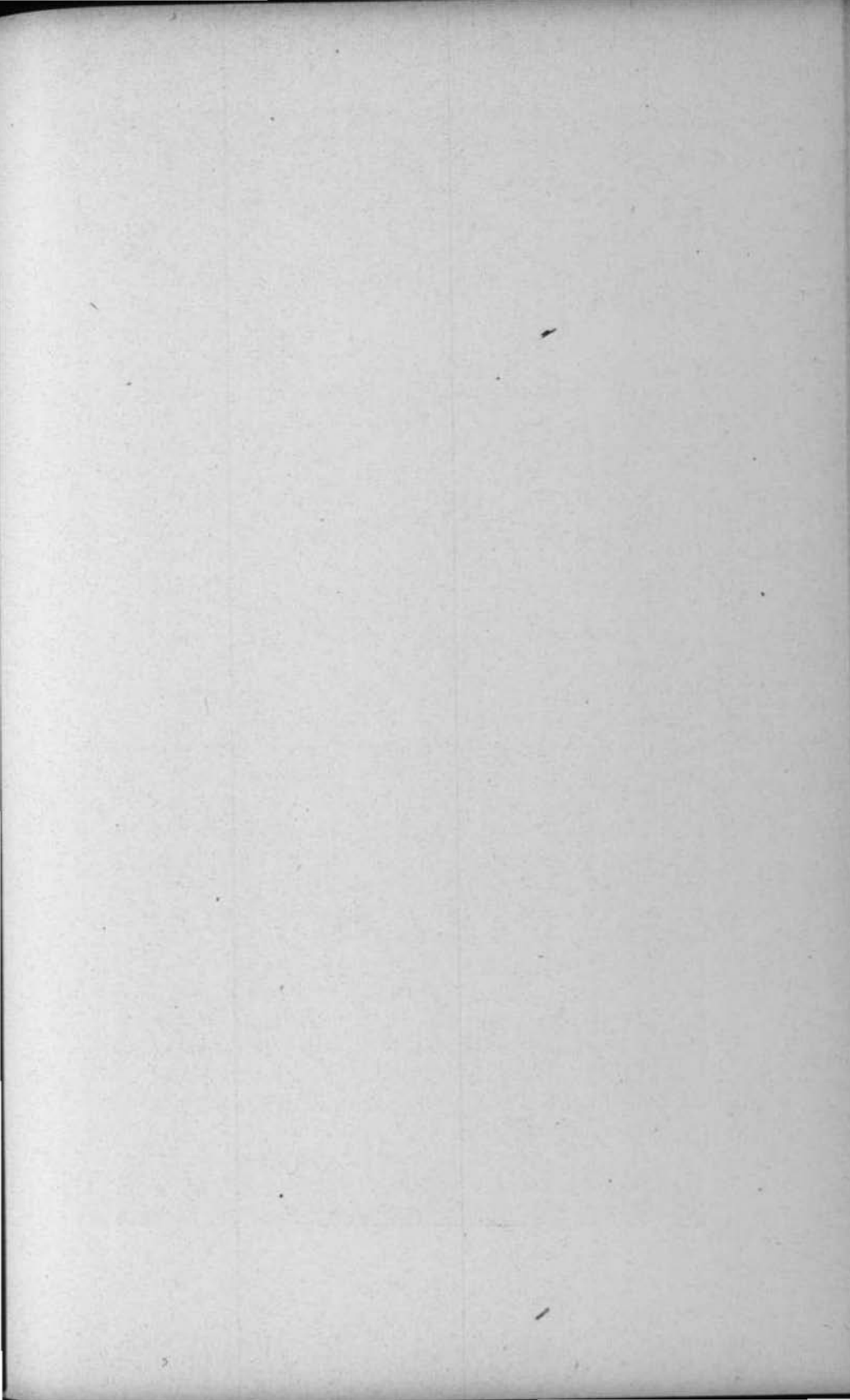
The Legislature of 1915 made the following special appropriations for improvements:

Hospital	\$ 12,500.00
Negro building	12,500.00
Athletics	500.00
Repairs	\$ 1,000.00
Aparatus	1,000.00
Campus	1,000.00
Library	500.00
Total	\$ 29,000.00

The two new buildings provided for in the above appropriation, namely, the Hospital and Negro Building, have been erected. The Hospital is in the rear of the Administration building, in the southeastern part of the campus and faces the Industrial Building. This building is a necessity in a school of this character. It is absolutely essential to the proper care of our sick children. This building is architecturally pleasing in appearance and is in perfect harmony with the architecture of the other buildings. Much thought and care were given to the interior arrangement, and we felt that it is scientifically adapted to modern demands.

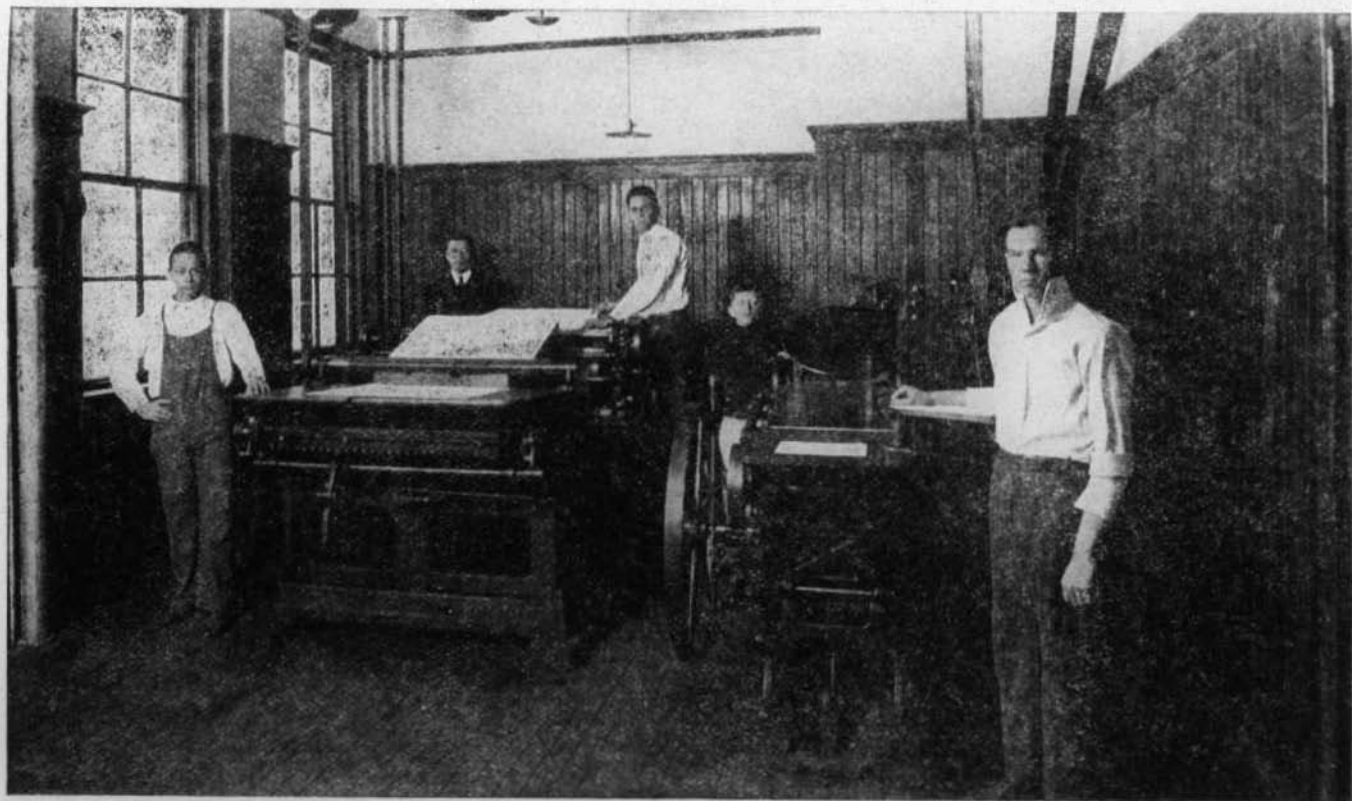
The Negro Building is well suited for its purpose. It comports in outward appearance with the other buildings of the school, but the interior, while of durable construction, is not as expensive as the buildings for the white department. The building is located on the adjacent lot to the white department, where all departments of the school were first established, but lately used for the negroes alone. The old wooden buildings on this lot have been either torn down or removed.

With the \$500 appropriated for athletics, the school

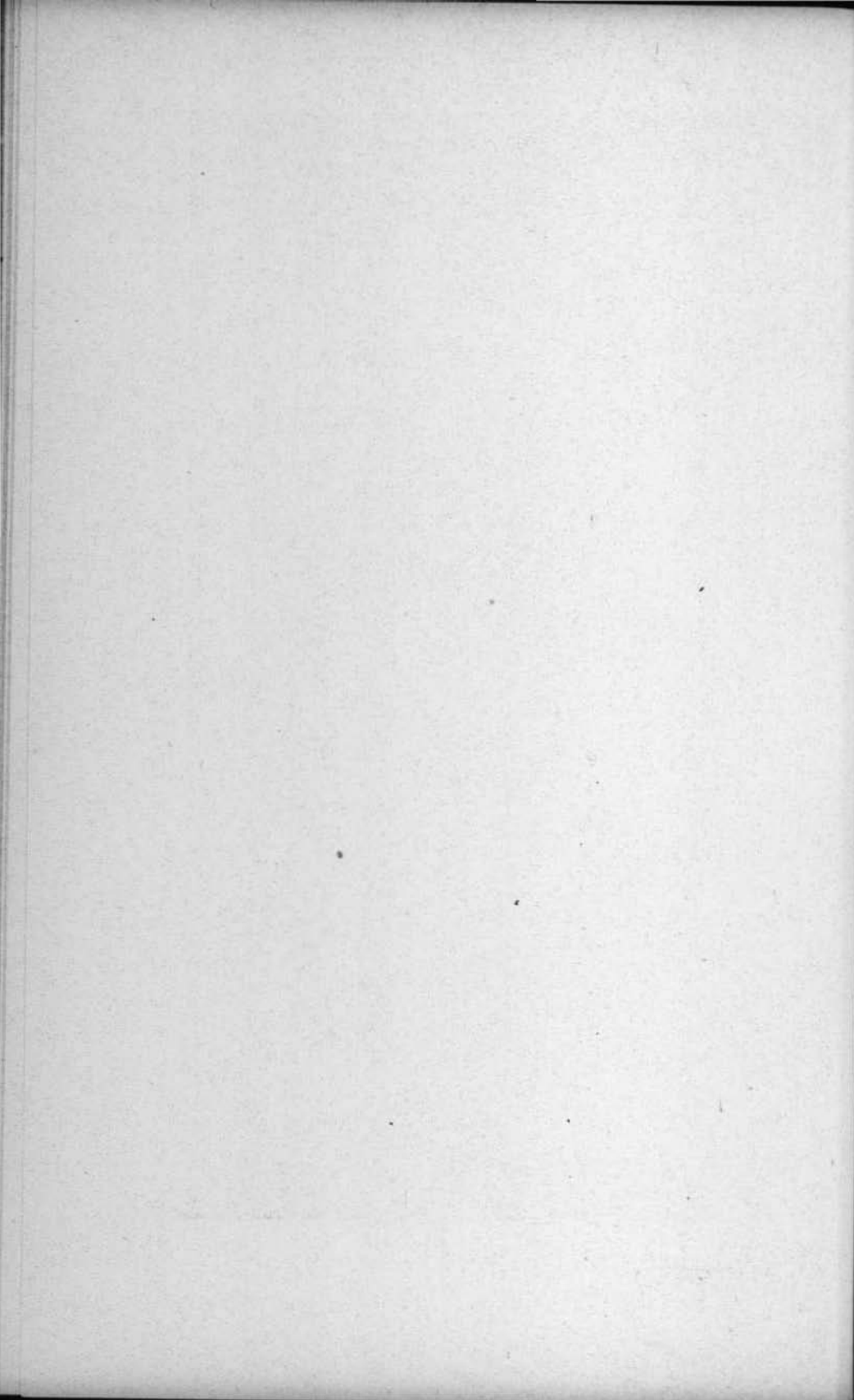


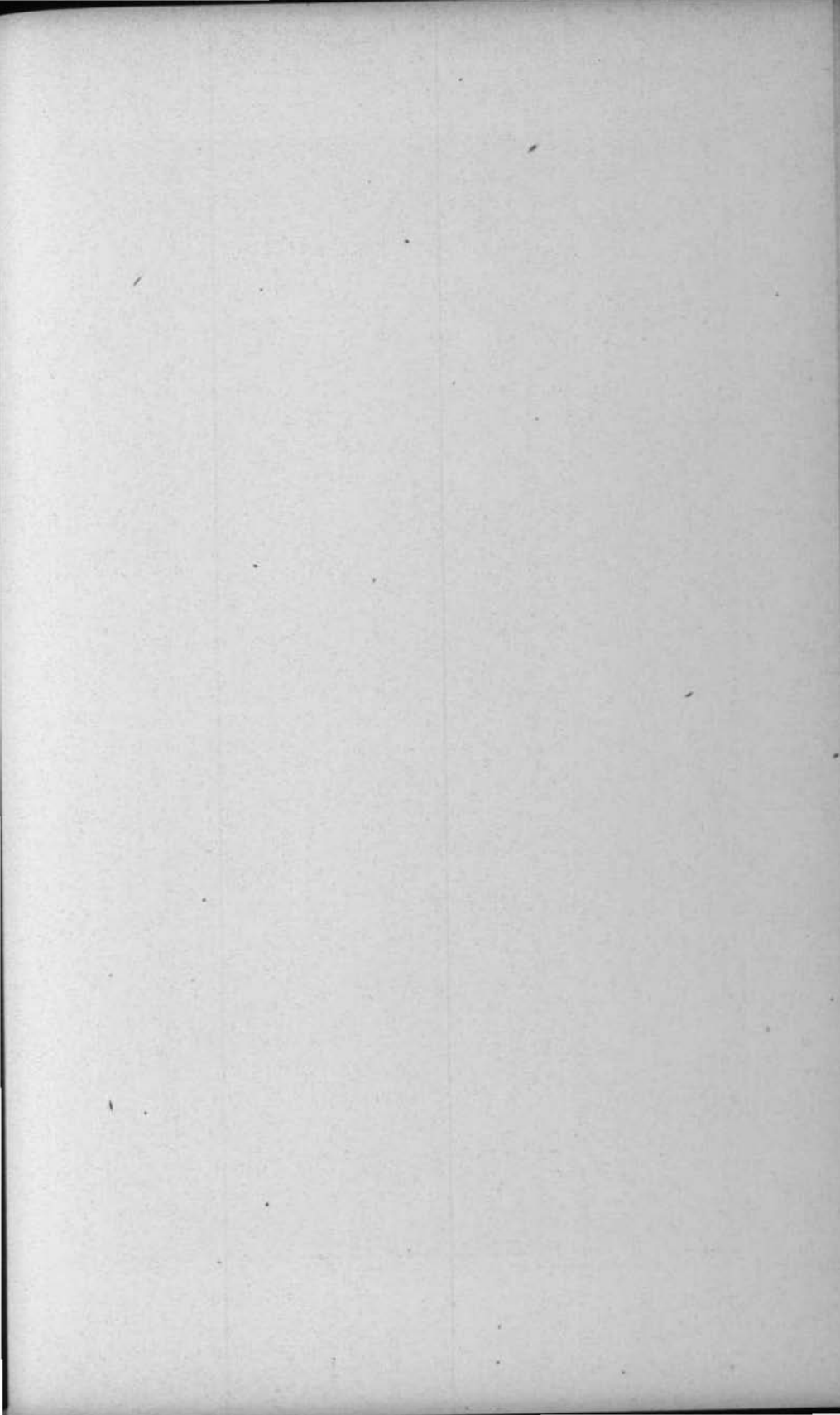


Rug-Weaving Room.



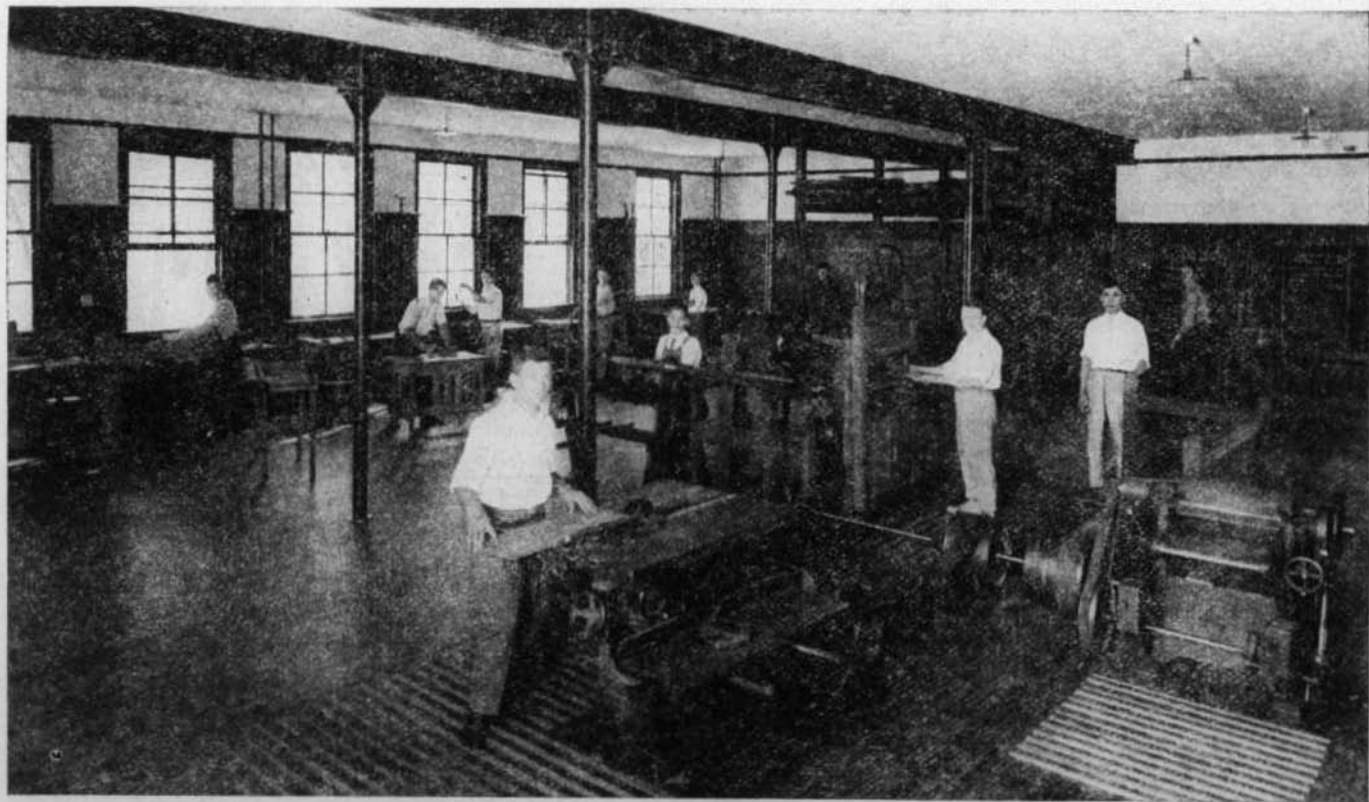
Printing Department—Press Room.



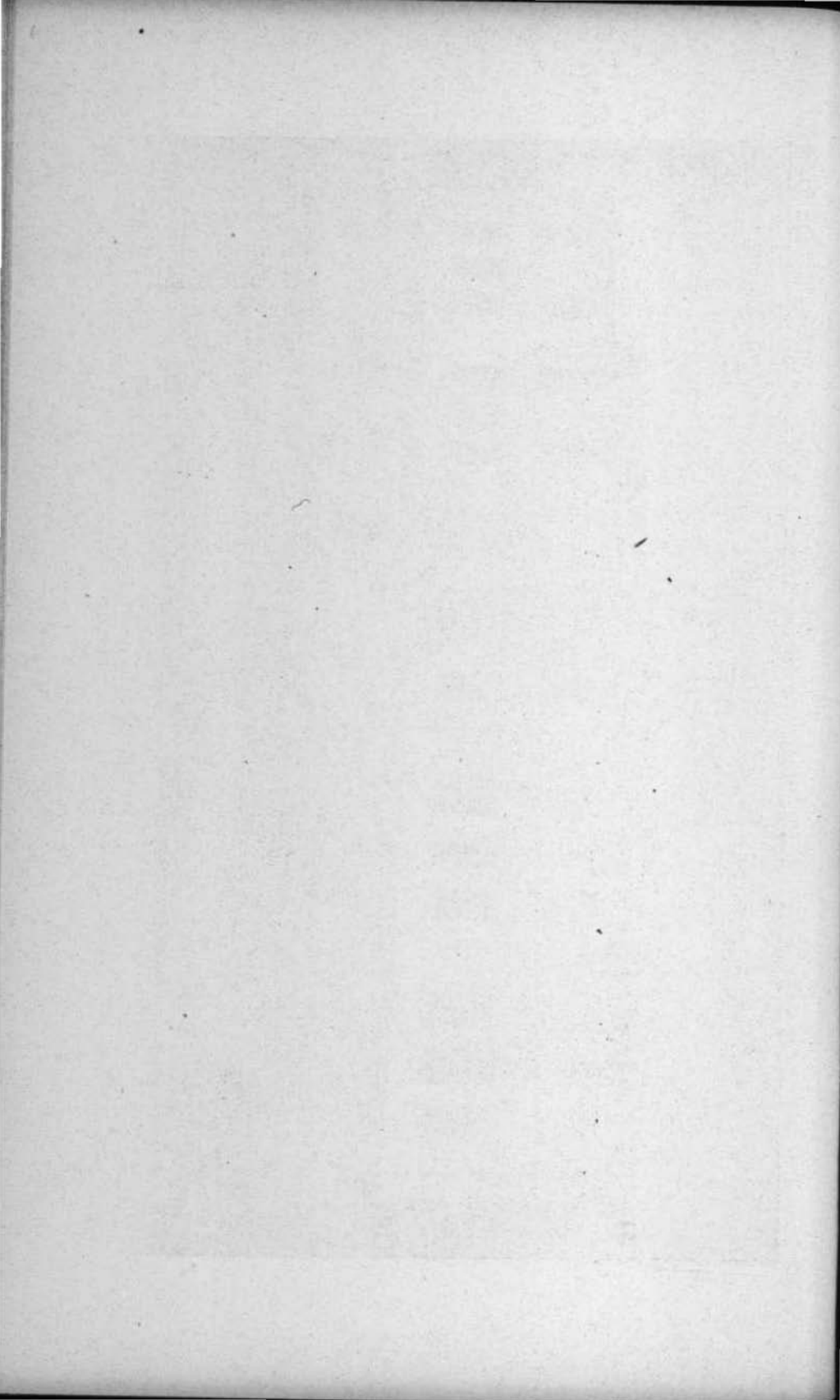




Broom-Making—Blind Department.

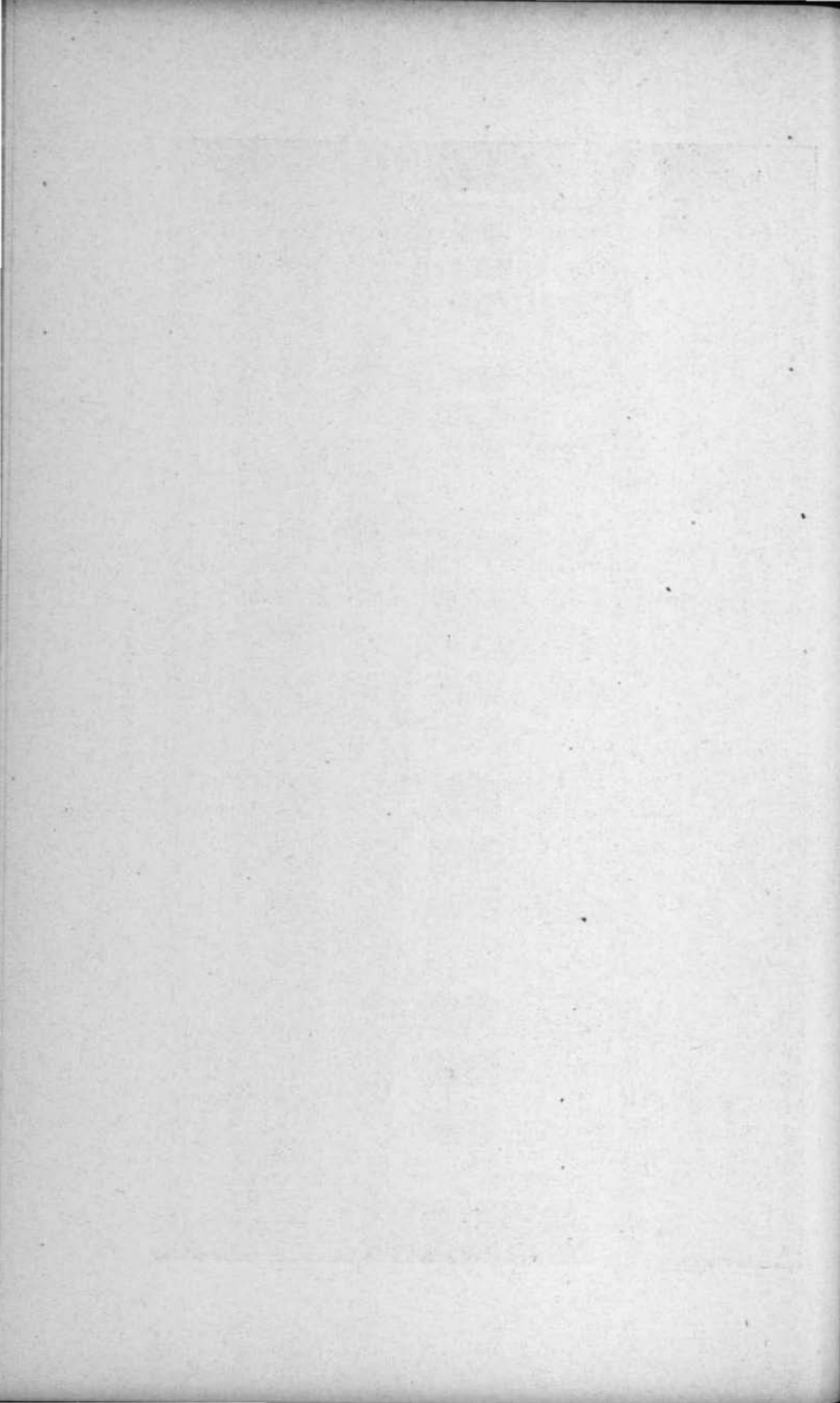


Carpenter Shop.





Negro Department.



has been able to arouse much activity along this line among the pupils. Last year our baseball, football and basket ball teams met and defeated some of the strongest high school teams in the State.

We realize that no well equipped school today is complete without a gymnasium, and we need one and need one badly, but need other things more.

To overcome as far as possible this lack of systematic physical culture training, we advocate and encourage out-of-door sports.

The money for repairs, apparatus, campus and library were sufficient to take care of the needs for which it was appropriated.

CONCLUSION

The success of a school does not wholly depend upon the efforts of a single person, however able. Co-ordination and co-operation of all connected are required, and to this concerted action the advance of the school must needs be due. The retrospect of the period covered by this report is a retrospect of earnest teaching, of faithful supervision, of careful provision for the bodily comfort and welfare of our children, and of thorough accord among those interested in their care.

I beg to make special acknowledgement of the provision made by the recent legislature for the upbuilding of the school. The State Board of Control are to be heartily commended for the unvarying care they have given every interest of the school.

For your continued consideration and confidence, you have my thanks.

So long as we may be assured of this "oneness of aim"

in our corps of teachers and officers, of this assistance of those around us, of this provision of our legislature, and of this zeal on the part of the State Board of Control and the State Superintendent of Public Instruction, so long will the efforts put forth to educate our children of "silence and darkness" under Devine guidance be crowned with success.

Respectfully submitted,

A. H. WALKER,

President.

**FLORIDA AGRICULTURAL AND
MECHANICAL COLLEGE.
For Negroes.**

Tallahassee, Fla., January 16, 1917.

Hon. William N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

In reply to your note of December 22nd, I am herewith handing you a report of the Florida Agricultural and Mechanical College for Negroes for the biennium closing June 30, 1916, which I hope will receive your approval.

THE OBJECT AND WORK

The work of the college has moved along the general lines of educational activities prescribed for it as follows: Academic, including teacher-training; Agricultural, including Smith-Lever and State Relation farm activities; Home economics, including home and outside nursing of the sick; Mechanical, including manual and trades training. To give an idea as to the extent of these activities, I would state that there are 35 courses offered: 7 Academic, 9 Agricultural, 13 Mechanic Arts and 6 Home Economics. The courses are so trended as to meet the varying needs of the students and to make the College an efficient helper to all who seek its training and, consequently, an educational factor of real worth to the State.

In this connection I might remark that Florida's peculiar location, especially as to climate, makes it necessary for her to become educationally self sufficing in

order that her youth may not be compelled to go out of the State for undergraduate instruction. To this effort here the negroes of the State are responding in numbers beyond our present plant capacity. The upper classes of the College are annually increasing. We are now about at the place where the College can cease duplicating the public school work of the State, and can use its funds in promoting educational activities that are not promoted by the public schools. The plan is, eventually, to make its work *additional* and *complimentary*, and not *dupli-catve*.

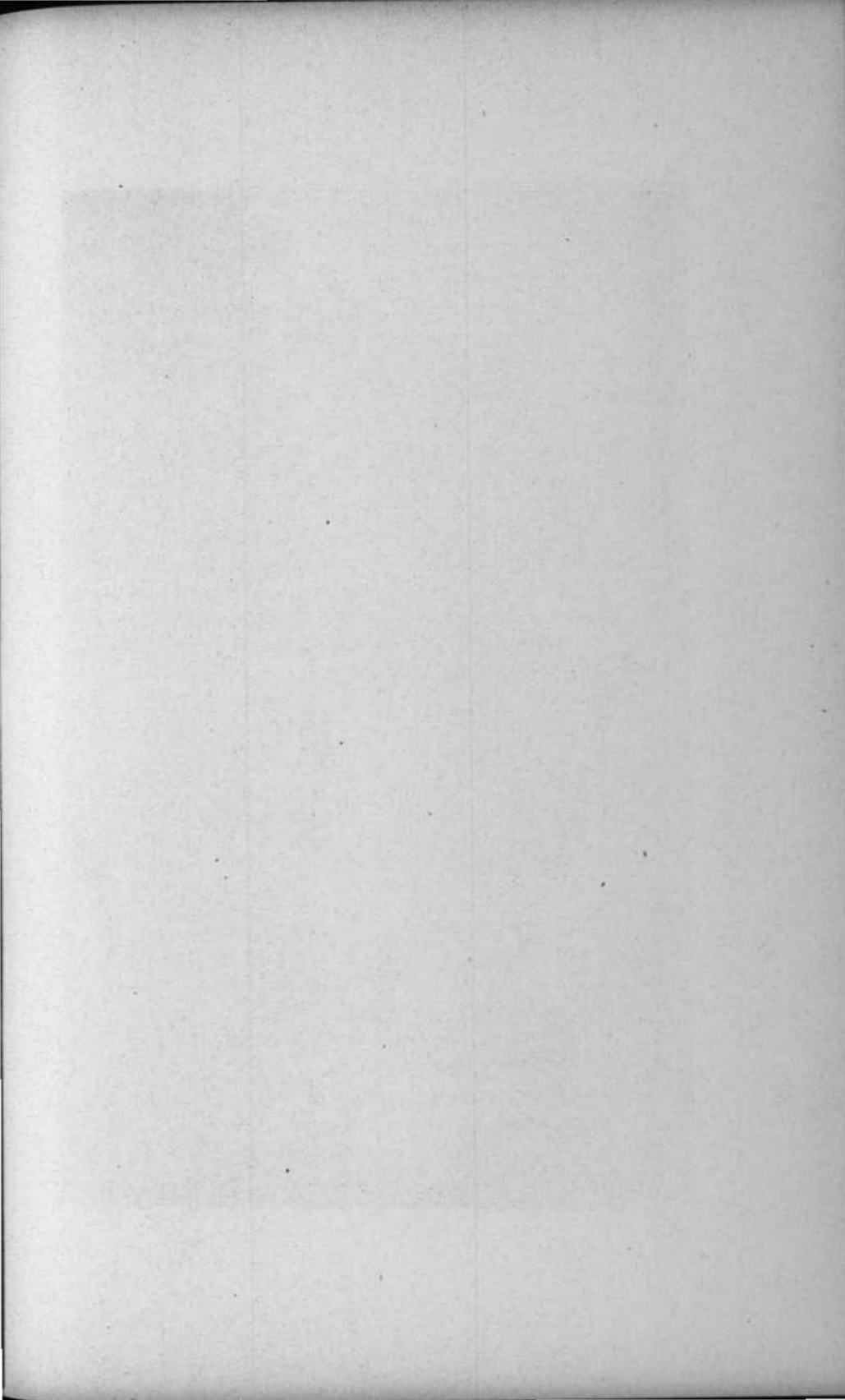
Long and short courses are offered so that there may be no loss of time on the part of those whose school days must be limited, and at the same time that there may be an opportunity for those desiring to remain in school longer profitably to do so. Experience seems to prove that the College can thus meet the demands of a wider constituency.

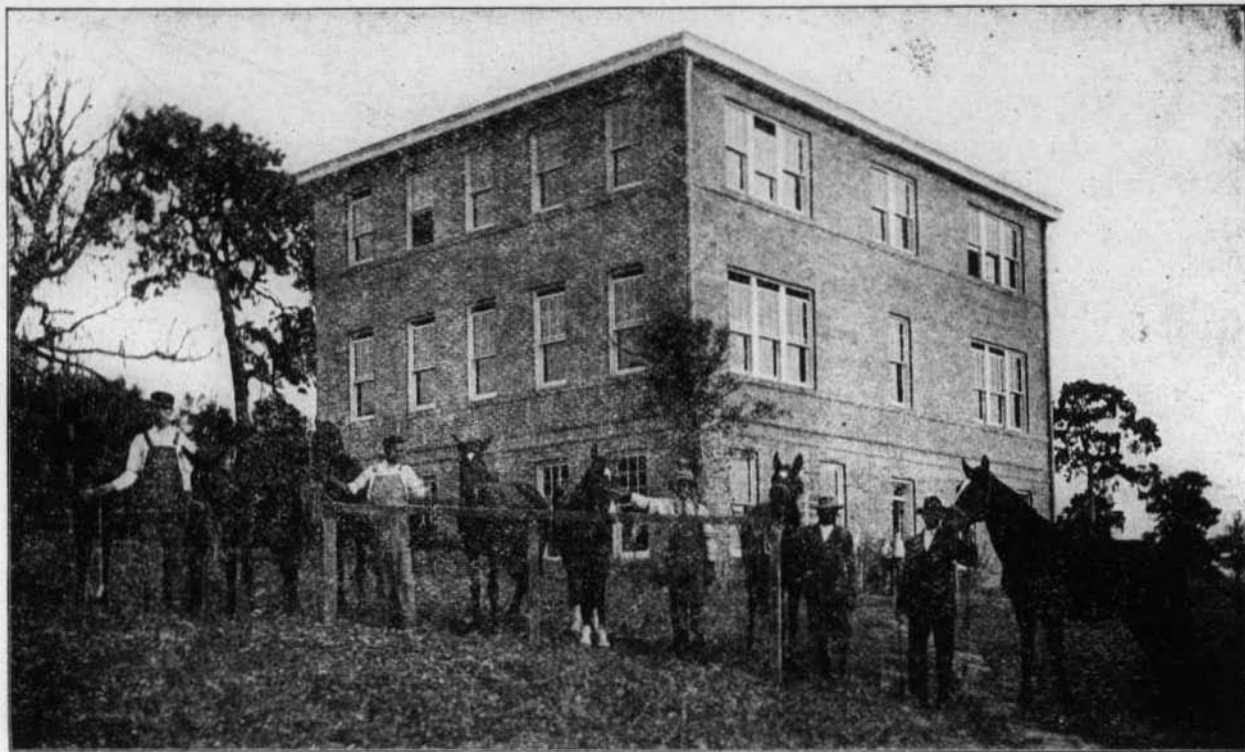
THE AGRICULTURAL ACTIVITIES

The agricultural activities have been extended to the farmers of the State through the State's relation and the Smith-Lever agencies.

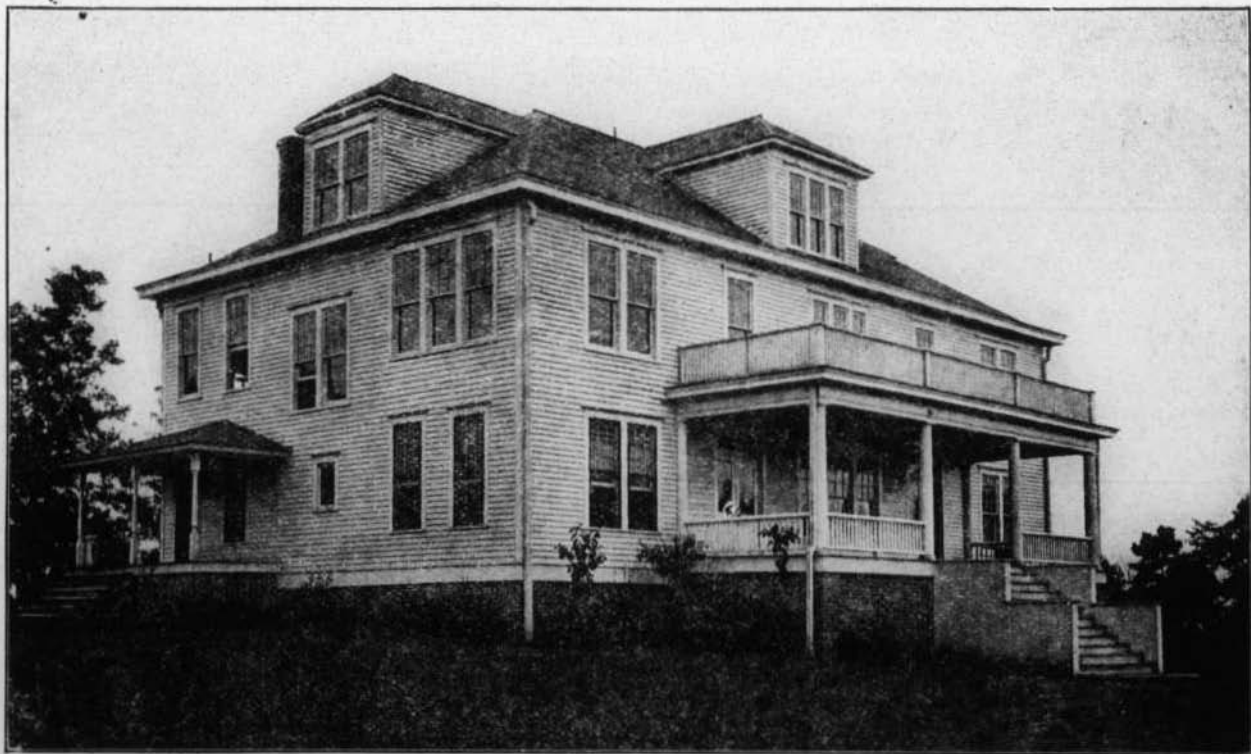
There is a farm club organizer, assisted by six county organizers, and a State's Relation Agent, doing work among the farmers and their children in eight counties of the State. In connection with these activities a midwinter institute is held, increasing annually in attendance. A new barn system has also been inaugurated, one unit of which has already been erected.

Thus does the work develop, as indicated above, along sane and helpful lines. Of course, like all things of growth, the College has "growing pains," which are constantly being soothed by readjustment and re-direction. It has needs, also—especially plant needs.

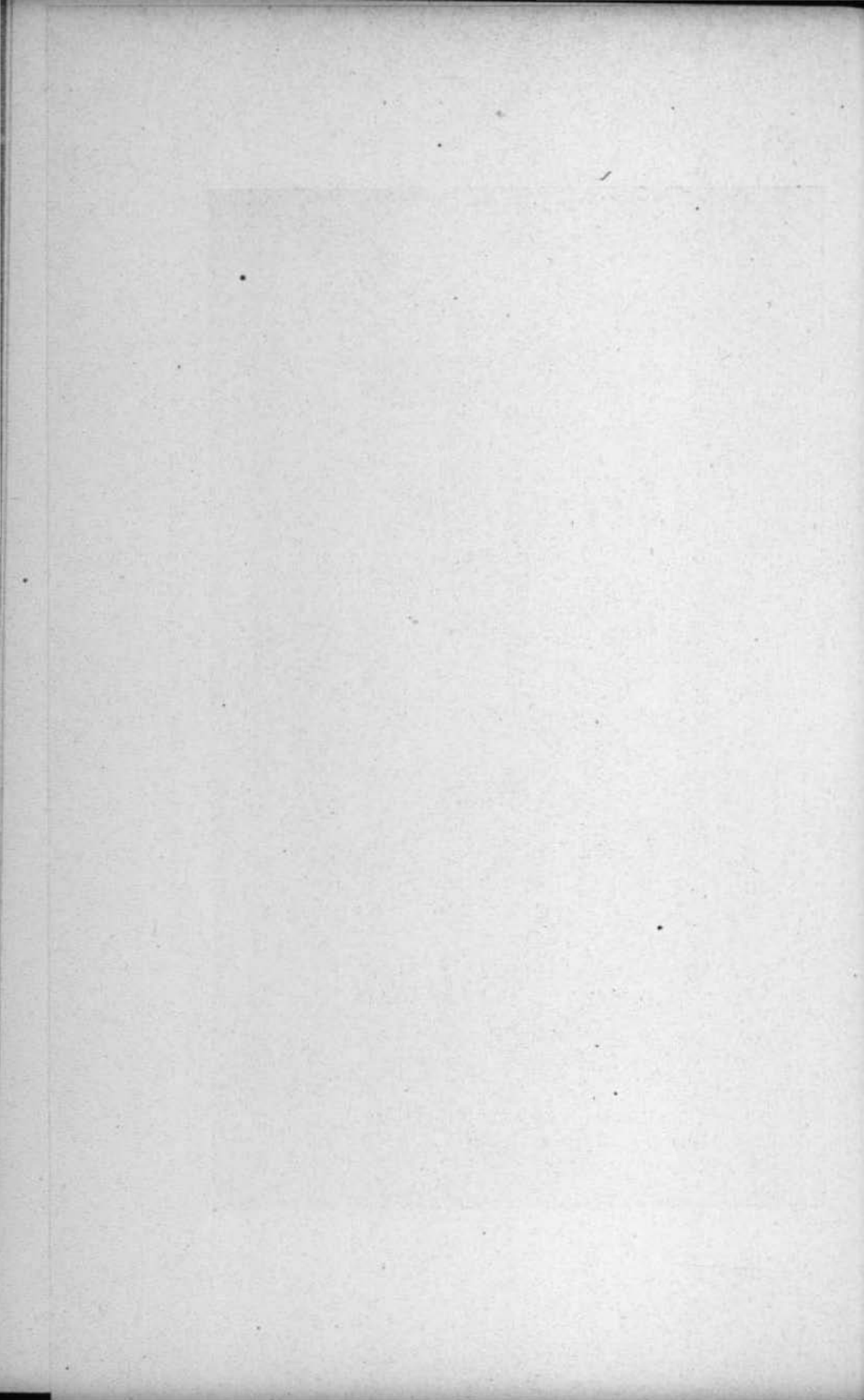


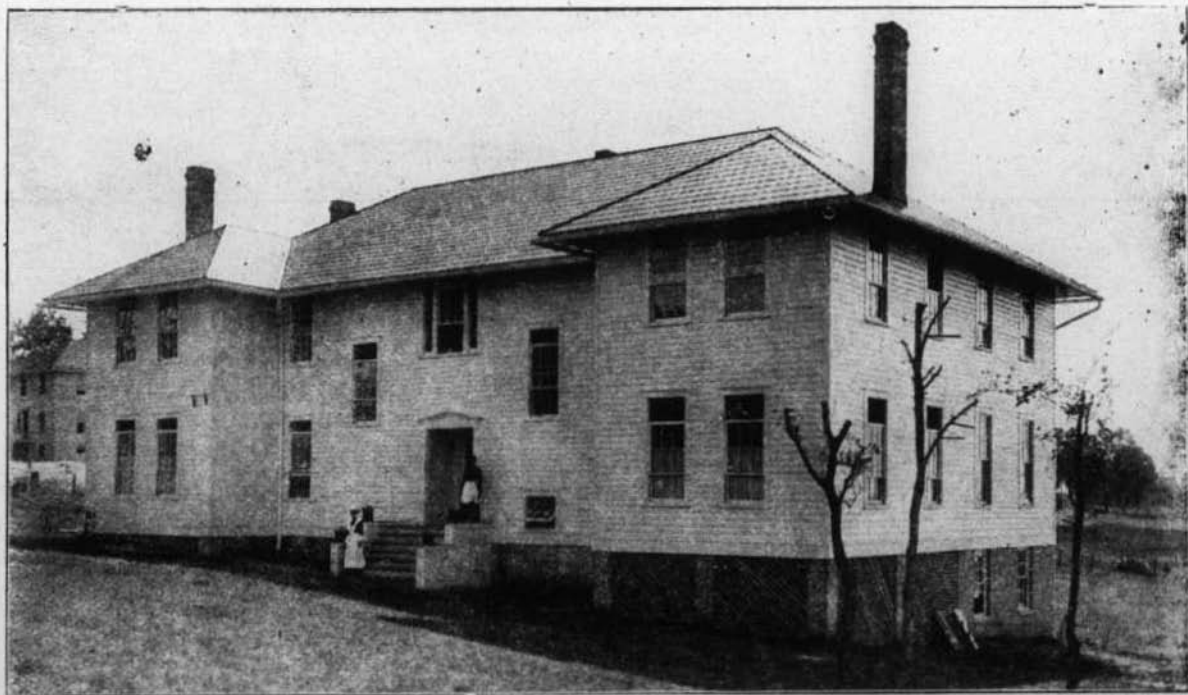


Agricultural Building—Center of All Farm Operations.

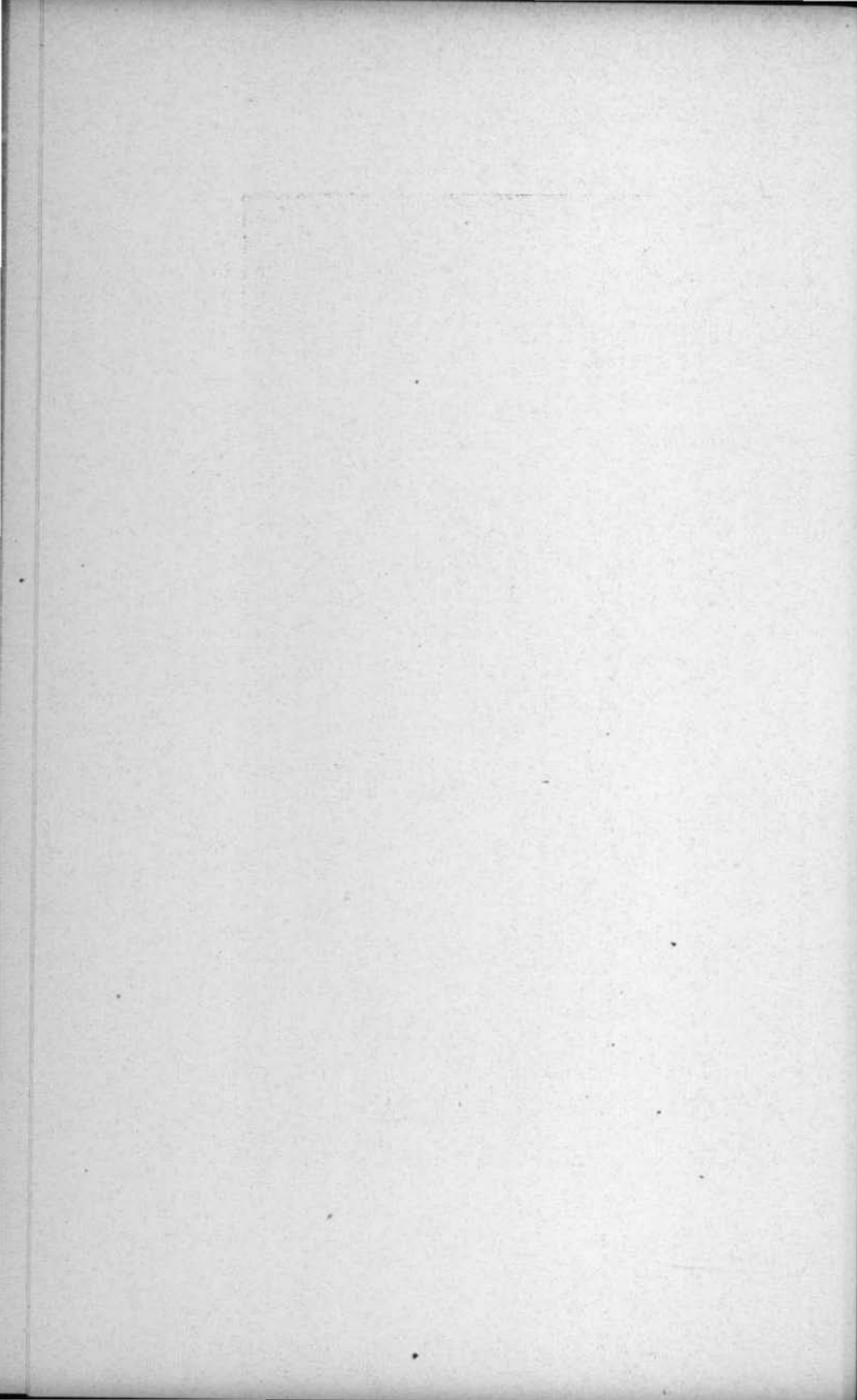


Sanitarium—Building Used for the Training of Nurses.





Home Economics Building—Where Girls' Industries Are Carried on.



NEED OF CENTRAL BUILDING.

For fifteen years it has held out its hands to the Legislature for a central building for auditorium, class room and administration purposes. The coming of this building, an absolute necessity, will greatly increase the efficiency of this plant. I am asking for \$25,000 for such a building, an amount not at all ample. It ought to be \$40,000. I am also asking for \$10,000 for annual upkeep fund with which to pay such necessary current expenses as can not be paid by other funds of the College. This amount should be \$12,000 to make it equal to the proper upkeep demands. *One thousand dollars a month is a very modest amount for the State to contribute to this College, in view of the fact that all other funds necessary for its current upkeep come from other sources.* The new barn system needs \$4,000 for completion—to provide cow barn and implement sheds. The Mechanic Arts building needs \$3,000 for additional shop room.

It is hoped that the Legislature will continue its patriotic policy of providing the funds made necessary by the growth of the institutions of learning it has so wisely established and fostered.

I am hereto attaching exhibits (A and B) which will give detailed information as to the affairs of the College:

On behalf of the faculty and patrons of this College, I wish to thank you and the State Board of Education for the lively interest shown in this institution. We teachers are trying to make it more and more efficient in promoting the welfare of its patrons and of the State.

Respectfully submitted,

N. B. YOUNG, President.

EXHIBIT A.

FINANCIAL STATEMENT OF THE FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES FOR
THE BIENNIUM BEGINNING JULY 1, 1914, AND ENDING JUNE 30, 1916.

NAME OF FUND.	Balance July 1, 1914.	Receipts From July 1, 1914, To June 30, 1915.	Disbursements From July 1, 1914, To June 30, 1915.	Balance July 1, 1915.	Receipts From July 1, 1915, To June 30, 1916.	Disbursements From July 1, 1915, To June 30, 1916.	Balance July 1, 1916.
Educational Fund (State Appropriation).....	*\$1,563.78	\$ 8500.00	\$ 7,703.04	*\$ 766.82	\$ 9,000.00	\$ 9,422.07	*\$1,188.89
Morrill Fund (Federal Appropriation).....	* 1,290.40	25,000.00	24,782.41	* 1,072.81	25,000.00	24,862.58	* 935.39
Slater Fund (Private Appropriation).....	.30	300.00	255.00	45.30	300.00	315.00	30.30
Incidental Fund (Collections from Sale of Farm and Shop Products).....	33.09	811.88	776.43	68.54	720.75	784.56	4.73
Boarding Fund (Collections from Students for Board)	144.94	18,489.03	18,255.17	378.80	17,492.77	17,520.76	350.81
Fire Loss Fund (Mechanic Arts Building).....	6,025.82	.....	6,025.82	.....	.....	.....	.....
New Building Fund (State Appropriation).....	.....	.....	.....	.....	7,000.00	7,000.00	.....
	\$3,349.97	\$53,100.91	\$57,797.87	*\$1,346.99	\$59,513.52	\$59,904.97	*\$1,738.44

* Indicates Deficit instead of Balance.

All deficits were deducted from appropriation for the ensuing year.

EXHIBIT B.

Annual Enrollment of the Florida A. and M. College for
Negroes for the Biennium 1914-1916.

First Year of the Biennium (1914-1915)—

Men	202	
Women	231	
	—	433
From Florida	345	
From elsewhere	38	
	—	433
Increase over preceding year	20	
Florida Counties represented	41	

Second Year of the Biennium (1915-1916)—

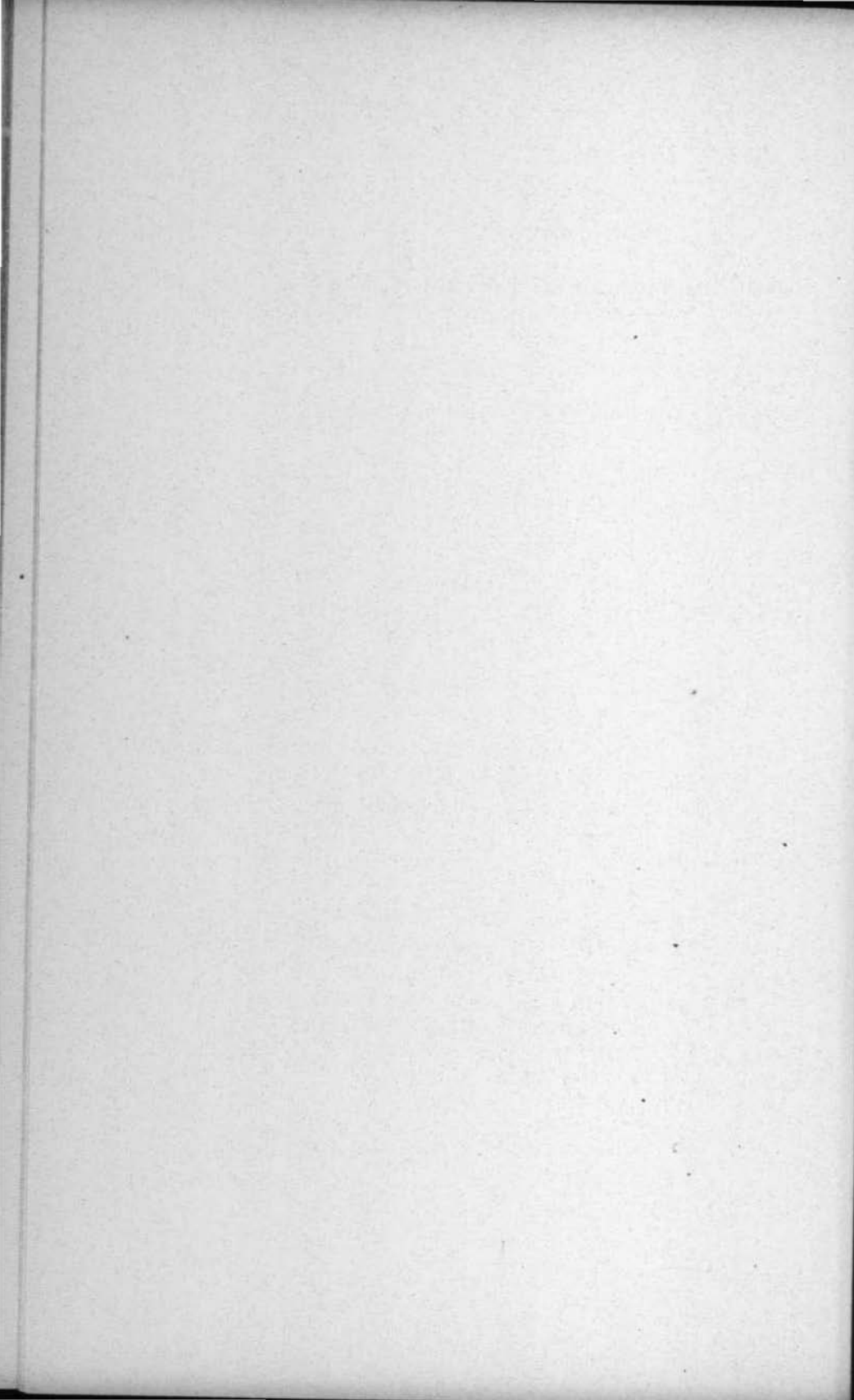
Men	177	
Women	177	354
From Florida	319	
From elsewhere	35	
*Decrease over preceding year.....	79	
Florida Counties represented	36	

†Number of Graduates During the Biennium—

Scientific course	14	
English normal course	20	
	—	34

* This decrease in attendance is due to the unusual omic conditions and to the elimination of the grammar grades.

† This exhibit does not show the number reveiving graduate certificates from the High School and Industrial Courses.



CHAPTER VIII.

SUMMER SCHOOLS FOR TEACHERS

Chapter 6835, Acts of 1915, creating Summer Schools for Teachers for the two years 1915 and 1916, provided that three Summer Schools be sustained, two for whites and one for negroes, and located as follows:

One at Gainesville, in connection with the University of Florida;

One at Tallahassee, in connection with the Florida State College for Women;

One at Tallahassee, in connection with the Florida Agricultural and Mechanical College for Negroes.

The Act of 1915 makes the following provisions:

First—It is made the duty of the State Board of Education to hold sessions of these schools *each summer*.

Second—Sessions to begin not later than June 28.

Third—To continue not more than ten weeks.

Fourth—The schools to be opened to all students who desire to do graduate, undergraduate, professional or vocational work.

Fifth—Every teacher employed therein shall be a specialist and thoroughly equipped educationally for the work to be done.

Sixth—The President of the University of Florida, the President of the State College for Women and the President of the Agricultural and Mechanical College for Negroes is each made the president of the Summer School held with said institutions.

Seventh—The presidents of the University and the State College for Women and the State Superintendent of Public Instruction are created a board to name all teachers for the three schools.

Eighth—All work in these Summer Schools shall entitle the students to collegiate, normal or professional credit, which may be applied toward a degree.

Ninth—Any teacher attending any one of these schools whose work entitles him to such credit is given one year's extension on any teacher's certificate held and which has not fully expired.

Tenth—It is made the duty of the board created for naming the faculty of each school to provide the course of study in each department and to make such further rules and regulations as may be deemed fit and proper.

Eleventh—The State Board of Control, on the request of the State Superintendent of Public Instruction, shall include the amount necessary to conduct the Summer Schools, in the manner provided, in their annual burget for the expense and maintenance of the State institutions of higher learning.

APPROPRIATION.

The sum of five thousand (\$5,000) dollars was appropriated for the maintenance of these three schools for each of the years 1915 and 1916. When the board met to assign teachers for the various department of the schools it was found that this amount was inadequate to meet all the requirements of the law and run all of the schools a term of eight weeks. Hence, in each of the years 1915 and 1916 each State school supplied one or more teachers who were not paid out of the Summer School appropriation, as will be readily seen from Exhibit No. I, showing the personnel of the faculty of each school for each year, the number of days' service rendered and the amount paid each, and those serving without pay or paid from other funds.

ATTENDANCE.

By an examination of Exhibit II it will be seen that the attendance at the Summer Schools is increasing at a remarkable rate. In 1913 the total attendance was only 232; in 1914 it was 437; in 1915 it was 764, and in 1916 it was 1,054, an increase of 783 in four years. The large increased attendance upon these schools is due, possibly, more to the provision granting "one year's extension on any Florida teachers' certificate" held and unexpired than to any other influence or set of influences.

ADVANTAGES OF THE PRESENT SYSTEM.

Under the present system, the teachers of the State get the advantages of the better equipment of the State schools, provided at State expense, the dormitories and laboratories of the several departments, such advantages as could not be enjoyed at any other schools under public control.

The dormitories at each school, where the Summer Schools are located, are all comfortable and ample to provide ready and delightful quarters free of cost for everyone immediately on arrival at any one of the Summer Schools.

The usual institutional cooking departments are kept in operation, enabling the students in the Summer Schools to obtain more convenient, better and cheaper board than can be provided in schools not so equipped.

FACULTIES FOR 1915.

Exhibit I—Names of Teachers and Amount Paid
(Each Taught Forty Days).

UNIVERSITY SCHOOL AT GAINESVILLE.

Faculty—	Salaries.
Dr. A. A. Murphree, President.....	\$.....
Dr. John A. Thackston.....	240.00
F. W. Bucholz.....	240.00
P. W. Corr.....	240.00
I. I. Himes.....	240.00
W. B. Hathaway.....	240.00
W. L. Floyd.....	240.00
E. L. Robinson.....	240.00
E. W. McMullen.....	240.00
Mrs. Ella LaF. Barco.....	240.00
*H. W. Cox.....	.....
*C. Clyde Fisher.....	.....
*C. L. Crow.....	.....
*W. S. Cawthon.....	.....
*C. H. Lander.....	.....
*James M. Chapman.....	.....
*Miss Conner.....	.....
Total salaries at University.....	\$ 2,160.00

* Paid from University Fund for tuition.

STATE COLLEGE FOR WOMEN AT TALLAHASSEE.

Faculty—	Salaries.
Dr. Edward Conradi, President.....	\$.....
N. M. Salley.....	240.00

Dr. W. F. Yocum.....	240.00
J. H. Workman.....	240.00
Miss May Tomlinson.....	240.00
M. P. Geiger.....	240.00
J. J. Grimm.....	240.00
J. B. Game.....	240.00
Miss Maud Schwalmeyer	240.00
Glenn Terrell (taught only 20 days).....	120.00
Miss Caroline Brevard (taught only 20 days).....	120.00
*L. S. Barber	
*W. G. Dodd.....	
*Miss Mae Wells.....	

Total salaries at College for Women.....\$ 2,160.00

* Paid from College Fund for tuition.

AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES

Faculty—	Salaries.
Nathan B. Young, President	\$.....
Homer Thomas	160.00
E. B. Jones.....	160.00
Lulu M. Cropper.....	160.00
J. D. McCall.....	160.00
Total Salaries A. & M. College	640.00
Total salaries paid from State Funds...\$	4,960.00

FACULTIES FOR 1916.

UNIVERSITY SCHOOL AT GAINESVILLE

Faculty--	Salaries.
Dr. A. A. Murphree, President.....	\$.....
John A. Thackston.....	240.00
F. W. Bucholz.....	240.00
P. W. Corr.....	240.00

I. I. Himes.....	240.00
W. B. Hathaway.....	240.00
W. L. Floyd.....	240.00
E. L. Robinson.....	240.00
E. W. McMullen.....	240.00
Miss Nellie C. Stevens.....	240.00
*Harvey W. Cox.....	
*C. L. Crow.....	
*James M. Chapman.....	
*W. S. Cawthon.....	
*J. R. Benton.....	
*W. E. Keen.....	
*C. Clyde Fisher.....	
*Mrs. D. M. Berry.....	
*Miss Mary Conner.....	
*Miss Emma Chandler.....	

Total salaries at University.....\$ 2,160.00

* Paid from University or other funds.

STATE COLLEGE FOR WOMEN AT TALLAHASSEE.

Faculty—	Salaries.
Dr. Edward Conradi, President.....	\$.....
N. M. Salley.....	240.00
H. C. Gillespie.....	240.00
J. H. Workman.....	240.00
H. Clay Marks.....	240.00
R. M. Evans.....	240.00
J. B. Game.....	240.00
R. W. VanBrunt.....	240.00
Miss Maud Schwalmeyer.....	240.00
E. A. Hayden.....	240.00
*W. G. Dodd.....	
*Miss Lola Snider.....	

*Miss Marjorie Leach.....	
*Miss Theodora Roberts.....	
*P. A. Claassen.....	
*Mrs. D. B. Berry.....	
*Miss Emma Chandler.....	

Total salaries at College for Women.....\$ 2,160.00

* Paid from College or other funds.

AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES
AT TALLAHASSEE.

Faculty—	Salaries.
N. B. Young, President.....	\$.....
Homer Thomas	160.00
Joseph D. Avent.....	160.00
Eliza P. Jones.....	160.00
Janie Cunningham	160.00
*L. E. Graves.....	
*F. H. Cardoza.....	
*E. Leola Hudson.....	
*E. O. Page.....	
*Estelle B. King.....	
*L. A. Roy.....	

Total salaries\$ 640.00

* Paid from College Fund or tuition.

Total salaries paid from State funds.....\$ 4,960.00

FINANCIAL SUMMARY.

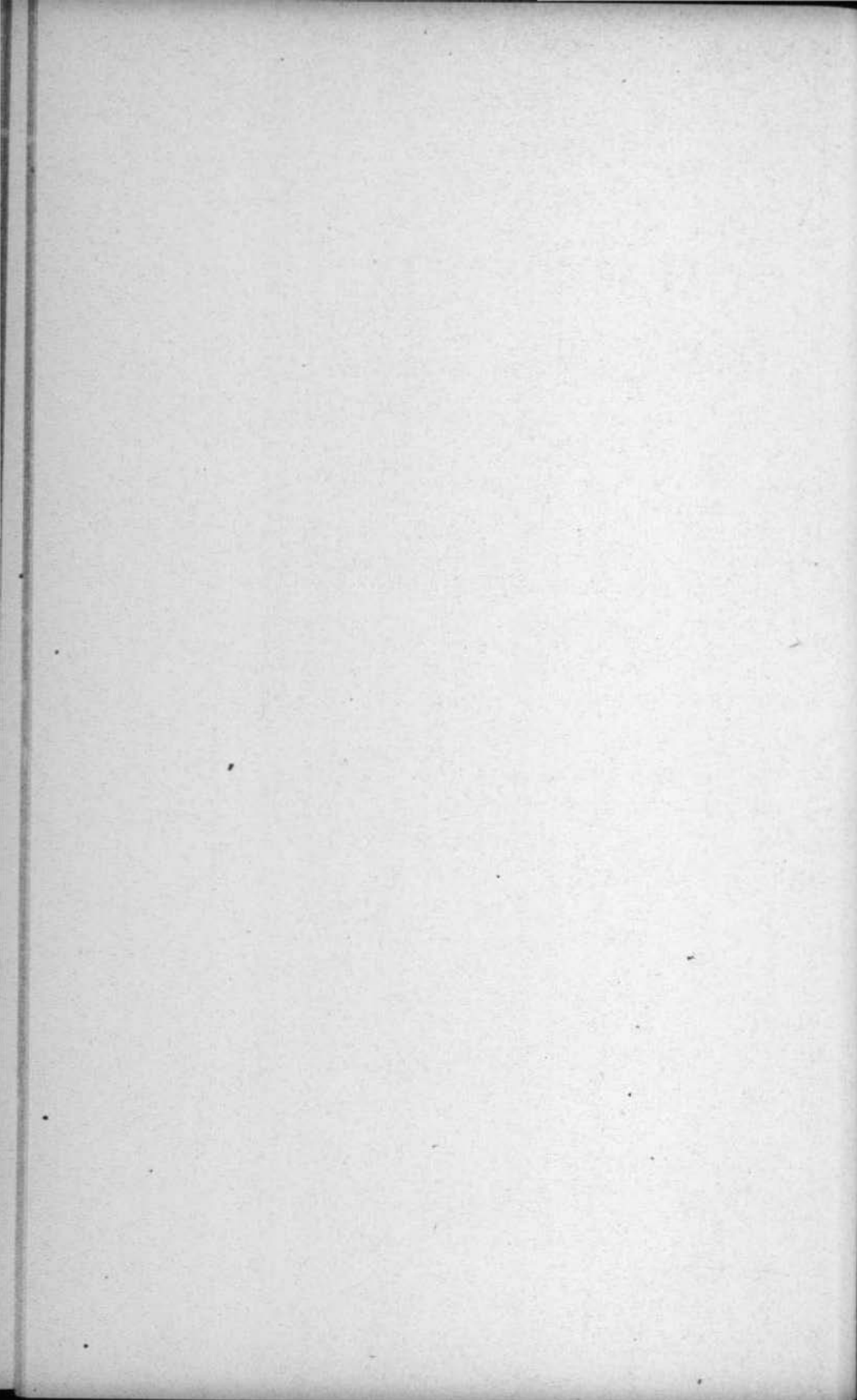
	Dr.	Cr.
Jan. 1—Balance from previous appropriation\$	33.18	
State appropriation, 1915	10,000.00	
1915		
June 14—True Democrat, printing circulars		15.00
July 1—Telegrams		1.65
July 26—Telegrams		3.06
July 27—True Democrat, printing		4.50
Aug. ..—Salaries of teachers		4,960.00
Aug 7—Telegram		1.00
Aug. 16—True Democrat, printing		10.00
Sept. 6—Telegram		.63
1916		
March 29—True Democrat, printing circular		12.00
Aug. ..—Salaries of teachers...		4,960.00
March 22—G. I. Davis, postage		24.00
Totals	\$ 10,033.18	\$ 9,991.84
March 21, 1916—Balance in fund		\$ 41.34

Increase in Total Enrollment in four years, 783.

EXHIBIT III.—ENROLLMENT BY COUNTIES, RACE AND SEX.

COUNTIES.	Whites at Gainesville.						Whites at Tallahassee.						Negroes at Tallahassee.					
	1915			1916			1915			1916			1915			1916		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
In State	117	269	386	161	360	521	22	227	249	42	297	339	2	102	104	8	144	152
Alachua	24	56	80	46	86	132	...	1	1	...	3	3	...	9	9	...	10	10
Baker	1	1	2	1	1	2	...	1	1	...	1	1	...	...	...	...	...	...
Bay	2	2	4	2	1	3	...	9	9	...	1	5	6	...	...	...	...	...
Bradford	5	3	8	5	10	15	...	6	6	...	1	1	2	...	...	...	...	...
Brevard	4	5	9	4	9	13	...	12	12	...	12	12	...	...	...	...	1	1
Broward	1	1	2	1	2	3	...	1	1	...	6	6	...	...	...	...	...	...
Calhoun	1	1	2	1	1	2	...	12	12	...	12	12	...	...	...	...	...	...
Citrus	2	6	8	2	4	6	...	12	12	...	3	3	...	...	...	...	...	...
Clay	1	3	4	1	2	3	...	...	...	...	...	...	...	...	...	...	...	...
Columbia	1	3	4	5	6	11	...	12	12	...	1	1	...	...	...	...	...	...
Dade	3	3	6	3	2	5	...	21	22	...	1	16	17	...	1	1	...	...
DeSoto	17	11	28	15	22	37	...	6	1	...	9	9	...	...	...	...	...	...
Duval	5	5	10	2	9	11	...	3	3	...	9	9	...	3	3	...	1	2
Escambia	1	1	2	1	2	3	...	12	12	...	1	15	16	...	4	4	...	5
Franklin	2	2	4	6	6	12	...	7	7	...	5	5	...	...	...	...	5	5
Gadsden	1	1	2	1	2	3	...	11	12	...	2	16	18	...	2	2	...	1
Hamilton	1	1	2	1	1	2	...	1	2	...	1	4	5	...	1	1	...	5
Hernando	1	7	8	1	5	6	...	...	...	...	...	...	...	...	...	...	...	...
Hillsborough	2	7	9	4	11	15	...	16	16	...	19	19	...	6	6	...	1	9
Holmes	1	...	1	2	...	2	...	1	2	...	3	4	...	...	...	...	...	...
Jackson	...	...	...	...	...	...	...	1	6	...	12	10	...	...	...	...	...	...
Jefferson	...	...	...	...	...	...	...	1	17	18	...	14	16	...	...	...	1	1
Lafayette	...	1	1	4	2	6	...	...	1	...	1	1	...	...	...	...	...	...
Lake	5	11	16	4	11	15	...	1	2	...	3	3	...	2	2	...	5	5
Lee	1	5	6	1	5	6	...	3	3	...	3	5	...	...	...	...	...	...
Leon	...	...	...	...	...	...	...	4	44	48	19	46	65	2	47	49	4	59
Levy	4	8	12	6	10	16	...	1	1	2	...	1	1	...	1	1	...	...

Liberty	1	1	1	1	2	2	4	2	1	3				1	1
Madison	1	1	5	9	14	1	3	4	1	7	8				
Manatee		6	6	4	4		4	4		4	4				
Marion	2	25	27	5	26	31	3	3		6	6			1	2
Monroe	2	10	12	3	11	14	4	4		6	6			4	4
Nassau	3	4	7	1	2	3	1	1		2	2		1	1	1
Okaloosa										1	1				
Orange	3	5	8	2	4	6	2	5	7	1	2	3			
Osceola	1	4	5	1	1	2		1	1		1	1			
Palm Beach	3	6	9	1	6	7				2	2				
Pasco	1	11	12	4	9	13		1	1		3	3			
Pinellas		12	12	1	21	22		4	4		5	5		1	1
Polk	12	17	29	10	22	32		3	3		5	5			
Putnam		5	5	3	6	9		2	2				4	4	5
St. Johns		1	1	1	3	4				1	1		9	9	3
St. Lucie	2	5	7	4	1	5				5	5		1	1	1
Santa Rosa	1		1	1	2	3	2	3	5		6	6			4
Seminole		2	2	2	8	10		1	1		1	1		2	2
Sumter	2	4	6	1	8	9		3	3						
Suwannee	4	1	5	2		2		1	1	1	8	9		2	2
Taylor	1	3	4		1	1	1		1	1	4	5			
Volusia	1	8	9	1	7	8		1	1	2	10	12		1	1
Wakulla					1	1		1	1		2	2			1
Walton	1		1	1		1		9	9	1	8	9		1	1
Washington										8	8				
Other States	5	11	16	6	12	18	2	7	9	24	24				
Grand Total	122	280	402	167	372	539	24	234	258	42	321	363	2	102	104
														8	144
														152	



CHAPTER IX.

SAMPLE EXAMINATION QUESTIONS AND ROSTER OF CERTAIN CERTIFICATE HOLDERS

This Chapter contains samples of questions used in the teachers' examinations during the bi-ennium for such certificates as are issued upon the results of examinations, namely: Third Grade, Second Grade, First Grade, Primary, State and Special Certificates.

The reasons for publishing samples of these questions are three: First, that the great demand for these questions from the State and the whole country may be met, it being impossible to keep a supply of printed slips on hand; second, that the public in general may know the character of the examinations to which teachers are subjected; third, that all may know that the many "fool questions" often reported as asked in these examinations and vouchsafed for by those pretending to quote them have no existence in fact, except in the fertile imaginations of the "Smart-Alecks," handing out falsehoods to the unsophisticated for amusement.

The Chapter also contains a complete roster of the teachers holding each of the following classes of certificates: Primary, Life Primary, First Grade, Life Extension of First Grade, Aged Teachers, State, Life State, Special Graduate State and Teacher-Training Certificates.

The legal requirements for each of the above certificates will be briefly stated immediately preceding the sample examination questions for each certificate, or the roster of teachers holding that certificate.

THIRD, SECOND AND FIRST GRADE CERTIFICATES

These certificates are issued only by County Superintendents upon the result of the county examinations, hence are called county certificates. The law requires not less than two of these examinations to be held in each county annually, one beginning on Tuesday after the first Monday in June and the other on the same day in September. The same questions are used in each county, being sent out by the State Superintendent of Public Instruction, hence are called uniform examination questions.

The same questions are used for applicants for all three grades of certificates, except that applicants for Third and Second grade certificates are relieved of the examination on Algebra and Physical Geography. Whether a Third or Second grade certificate is received rests solely upon the percentage of correct, written answers to questions.

The following are the subjects upon which candidates for county certificates are examined: Orthography, Reading, Arithmetic, Grammar, Composition, United States History, Geography, Physiology, Agriculture, Civil Government, Theory and practice of Teaching, Algebra and Physical Geography—the first 11 subjects for the two lower certificates and all 13 for first grade certificates.

The Third Grade Certificate is issued all examinees making a general average of 60%, with a grade in no branch below 40%, and is valid for two years—Section 365, General Statutes.

The Second Grade Certificate is issued all examinees making a general average of 75%, with a grade in no branch below 60%, and is valid for four years.—Section 366, General Statutes.

The First Grade Certificate is issued all examinees

making a general average of 85%—on all 13 subjects—with a grade in no branch below 60%, and is valid for five years.—Section 367, General Statutes.

The regulations governing the examinations printed below at the head of the "Orthography" questions are printed at the head of the questions on each subject.

FLORIDA UNIFORM EXAMINATION QUESTIONS

For All Grade of Teachers' Certificates

REGULATIONS

1. Questions on each subject must be kept exclusively in the hands of the Examiner until the minute for examination. Seals to each enclosure to be broken in the presence of all examinees.

2. The subjects must be taken in the following order:

Tuesday, a. m., Orthography and Reading; p. m., English Grammar.

Wednesday, a. m., Arithmetic; p. m., Composition and Geography.

Thursday, a. m., History and Agriculture; p. m., Physiology.

Friday, a. m., Theory and Practice; p. m., Civil Government.

Saturday, a. m., Algebra; p. m., Physical Geography.

3. All examinees must begin any given subject at the same time, and no recess must be taken until that subject is completed.

4. DUTIES.—Every examinee must supply himself with cap-paper, write in a legible hand with pen and ink, work in full view of other examinees, number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

5. PROHIBITIONS.—During the examination on any subject, there must be no violation of any of the following:

(1) No examinee shall be seated so as to be able to read another's writing; (2) shall have in his possession any book, note-book, or other thing from which help might be obtained; (3) shall speak to any person; (4) shall overlook another's work; (5) shall ask the Examiner the meaning of any question; (6) shall leave his seat without permission; (7) shall leave the room more than once, or remain out longer than ten minutes; (8) shall pass or throw anything about the room; (9) shall place on any paper any mark calculated to disclose its author.

Violation of any of these prohibitions will be deemed sufficient cause for excluding any paper from the Grading Committee, or for nullifying a whole county examination.

ORTHOGRAPHY.

(From the Century Spelling Book.)

1. *Syllabicate*, mark *diacritically* vowels and consonants (draw a light line through silent letters), and *accentuate* each of the following words:

Apparatus, appendicitus, obesity, obligatory, bludgeon, calcimine, aeronaut, crystalline, diaeresis, sepulcher.

1 credit each.

2. Separate primitive word and affix, and define so as to illustrate the meaning of each prefix or suffix:

biweekly, submarine, grantee, superfine, false-hood, almighty, ashore, eulogize, business, hopelessness.

1 credit each.

3. Build and define ten words using an *affix* meaning each of the following: *like, act of, state of being, to make, backward, capable of, above, full of, wrongly, without.*

1 credit each.

4. Spell each of the following words and give the *rule of spelling* applying in each case:

tribute+ary, change+able, confer+able, die+ing, prefer+ence, liabe+ity, gaudy+ness, transmit+er, witty+ly, duty+ous.

2 credits each.

5-10 Write correctly the following words spelled phonetically: *ak-wi-es, aj-il, ap-ro-po, ar-ki-tekt, des-we-tud, sho-fur, kris-a-lis, ko-a-les, kol-o-kwi, kub-erd, res-to-rant, de-fish-ent, wep-un, di-a-fram, dos-il, a-ti-eth, e-sof-a-gus, ek-wi-ti, et-i-ket, eks-kres-ens, fa-se-shus, for-ed, ma-noo-ver, yo-man.*

2 credits each

READING.

1. (a) Name a good method of teaching new words to beginners.

(b) Discuss the points to be stressed most in teaching reading. 5 credits each.

2. (a) Is it better to have a class read one book twice, or two books of the same grade once?

(b) Give reasons for your answer.

5 credits each.

3. Is it better for the teacher to attempt to direct the reading of pupils outside of school room?

If so, tell how it may be done.

10 credits each.

4. Give reasons why pupils should, or should not, be permitted to correct the mistakes of their classmates in a reading lesson. 10 credits each.

5. State your reasons why pupils should, or should not, be encouraged to memorize selections a little beyond their understanding. 10 Credits

6-10 The Examiner will have each examinee to read a short selection each of prose and poetry and grade each on a basis of 25.

ENGLISH GRAMMER.
(From Hyde's Book Two)

1. Define each of ten classes and sub-classes of pronouns, giving two examples of each.

2. (a) Write the synopsis in all tenses of the finite moods of the verb *am* with *thou*, then write omitting *thou*, all forms of the infinitive and particles of the same verb.

(b) Write in the passive voice the synopsis of all tenses of the finite moods of the verb *do* with *you*, then write, omitting *you*, all forms of the infinitives and participles..

10 credits each.

3. Designate which *use* it is and illustrate in a sentence each of the following *uses* of the nouns *predicate nominative*, *an appositive*, *nominative absolute*, *nominative of address*, *possessive modifier*, *direct object*, *indirect object*, *objective predicate*, *cognate objective*, *adverbial objective*.

2 credits each.

4. Write complete analysis of the following: "And Paul said, I would to God, that not only thou, but also all that hear me this day, were both almost, and not altogether such as I am, except these bonds."

20 credits each.

5. Parse in full, according to the "Order of Parsing" such part of speech, each of the following words in the above sentence: *would*, *that* (first one) *thou*, *all*, *that* (second one), *were*, *altogether*, *such*, *as*, *bonds*.

2 credits each.

COMPOSITION.
(From Huntington's Elements.)

1. In the construction of paragraphs, explain or illustrate the meaning of each of these terms: *Definition*, *reversion*, *Comparison*, *Contrast*, *Example*.

4 credits each.

2. (a) Write a paragraph of ten or more lines, naming and illustrating three *essentials* of a paragraph.

(b) Discuss three methods of binding paragraphs together.

5 credits each.

3. Name, discuss and illustrate each of the five *essentials* of a sentence.

4 credits each

4. Write a letter of not less than twenty lines, then point out therein and name the *five parts* of every *complete letter*. 20 credits each.

5. Write three compositions on subjects of your own choosing, each not less than fifty lines: the first Narration; the second a Description; the third an Explanation, or Exposition. 10 credits each

ARITHMETIC.
(From Milne's.)

Answers without solution worth nothing; method of solution must be considered in grading.

1. The five great powers at war have mobilized in all eighteen million forty thousand six hundred soldiers, Germany five million sixty, Russia six million eighty, France three million eighty thousand twenty, Austria has mobilized five for every three by England. Find the number mobilized each by Austria and England, and prove your work by using each addend. 10 credits each.

2. A real estate company owning 4020 sub-urban lots in Chicago worth \$808 apiece, paid a broker \$4,920 commission to sell the lots and buy a railroad at \$8008 a mile. How many miles long was the railroad? Make proof of the gross amount received for the lots by using the commission, the length of the railroad and the cost per mile, and let all multiplications indicate the *true multiplicands*. 10 credits each.

3. Find the 7 prime numbers whose product will be 1647030. 10 credits each.

4. B had 2-5 of all his money in one bank, 5-12 in another, and \$280 less than 3-10 in his pocket, he took war freight and invested every dollar in a dairy farm, paying \$465 3-4 for a pair of mules, \$170 1-4 for a wagon and other implements, \$22 5-6 a head for 32 cows, and the balance in land at 5 1-6 an acre.. How many acres of land did he buy? 10 credits each.

5. If 4 and 9-160 be added to 13 and 125 ten thousandths, the *sum* be diminished by fifteen and .05 7-8, the *remainder* multiplied by twelve thousandths, and the *product* divided by 1206 ten millionths, what will the *quotient* be in Roman notation? 10 credits each.

6. (a) Reduce 5-12 sq. mi. to *units of lower denominations*, that is, A., sq. rd., etc. (b) Reduce 6 oz. 4 dr. 2 sc. 15 gr. to the decimal of a lb., correct to five decimal figures. 5 credits each.

7. C. Has a cylindrical tank with a base 5 ft. in diameter and 6 ft. 8 in. high. He desires to know by the *exact rule* how many *gallons* of water, correct to *tenths*, it will hold when full to the level; also, the *exact* number of *bushels* of rice filled in the same way. 5 credits each.

8. A sportsman received a catalogue listing a gun at \$80, with *commercial discounts* of 20%, 12½% and 5%. Tell him, (a) how much *net cash* will pay for the gun; (b) what *single discount* is equivalent to the three successive discounts. 5 credits each.

9. D borrowed \$10,000 at 7.3% on March 5, and returned it December 15. D computed the interest due by the *common method*, the bank found *accurate* interest, how much did they disagree, and in whose favor? 10 credits each.

10. Find the difference between the *true discount* and the *bank discount*, without grace, when money is worth 6% on \$11,520 for two years, 6 months and 12 days. 10 credits each.

GEOGRAPHY.

(From Frye's Higher Geography.)

1. (a) Draw a sphere drawing the zones. (b) Give the width of each zone in degrees. 5 credit each.

2. Name all the States with their capitals, lying along the southern boundary of the United States. 10 credits each.

3. Show the advantages of the country's having a coast line *indented by large bodies of water*.

(b) Name the continents in the order in which they are best provided with such advantages. 5 credits each.

4. What States touch one or more of the five large lakes between the United States and Canada? 10 credits each.

5. Name and locate: (a) the three largest rivers in the world; (b) the largest mountain range in each of the Grand Divisions. 5 credits each.

6. Name all the States east of the Mississippi River and south of the Ohio River and the southern boundary of Pennsylvania, writing after each state its capital and its largest city. 10 credits each.

7. (a) Tell how many States are in the United States. (b) Name the last two admitted. 5 credits each.

8. Through what waters would an ocean submarine pass in going from Hamburg to Constantinople? 10 credits each.

9. Describe the three largest river systems of South America. 10 credits.

10. Tell what counties of Florida border on the Atlantic Ocean. (b) Name four principal railroad systems located wholly, or partly, in Florida. 5 credits each.

HISTORY

(From Our Republic.)

1. Name four European nations that made permanent settlement in America, giving the place and date of each settlement. 10 credits each.

2. Discuss the settlement of Maryland as to its charter, leaders, religion and early troubles with Virginia. 10 credits each.

3. Tell the causes and results of the French and Indian War.

(a) What was the deciding battle of that war and who were the two opposing generals. 5 credits each.

4. Discuss the weaknesses of the Articles of Confederation.

(b) Name five leading statesmen who were prominent in framing the United States Constitution. 5 credits each.

5. For what important service should each of the following be remembered: John Marshall, Robert Morris, Horace Mann, Cyrus Field, James B. Eades? 10 credits.

6. Give a full account of the Louisiana Purchase. 10 credits.

7. (a) Give the number of the States composing the United States.

(b) Name the States last admitted and the approximate dates of their admission. 5 credits each.

8. Under whose administration did the following events occur?

Perry's Victory on Lake Erie; Missouri Compromise; Nullification act of South Carolina; the Dred Scott Decision. 2 credits each.

9. Write fully the results of the Spanish American War. 10 credits.

10. (a) Name in order of time the Presidents of the United States, serving from March 4th, 1889, to March 4th, 1913.

(b) State the most important measure advocated by each. 5 credits each.

PHYSIOLOGY

(From Ritchie's Human Physiology.)

1. Name the three great classes of foods and several examples of each class. 10 credits.

2. Define cartilage, ligament, tissue, gland and lymph. 2 credits each.

3. Discuss four functions of the skin. 10 credits.

4. Explain how the heat of the body is regulated by both natural and artificial means. 10 credits.

5. Discuss the wisdom of the construction of the bones as to development, texture, size and shape. 10 credits

6. Name the three principal parts of the ear and give the functions of each part. 10 credits.

7. (a) Explain what is usually meant by "inherited disease."

(b) By what two methods does nature attempt to destroy dangerous germs in the body? 5 credits.

8. Give the theory of the efficacy of vaccination. 10 credits.

9. (a) Which of the digestive organs are most injured by the use of alcohol?

(b) Compare the relative death rate of moderate user of alcohol and total abstainers. 5 credits.

10. Enumerate five of the most common causes of indigestion. 2 credits each.

AGRICULTURE.

(From Duggards' Agriculture.)

1. Name three different kinds of soil, and describe the formation of each. 10 credits.
2. (a) What five conditions are necessary in your section of Florida for successful fruit-growing? (b) Explain the necessity of pruning when trees are transplanted. 5 credits each.
3. Give the best methods for destroying different kinds of weeds. 10 credits.
4. State the advantage of planting: (a) *home-grown* seed; (b) seed grown *further North*.
5. Why do plants endure drought on *drained* lands better than on *undrained* lands. 10 credits.
6. Make a list of several plants that improve the fertility of soils by depositing therein nitrogen gathered from the air. 10 credits.
7. Give the names of several insect enemies of farmers, and tell what injury each does. 10 credits.
8. Name (a) plants suited to clay soils, (b) vegetables suited to sandy soils. 5 credits each.
9. (a) Give the *family* of corn. (b) Give rules for selecting good seed corn. 5 credits each.
10. (a) describe definitely the manner in which the mosquito spreads *malaria*. (b) Give some effective measures for protection from mosquitoes and for their destruction. 5 credits each.

CIVIL GOVERNMENT.

(From James and Sanford.)

1. (a) Name the functions of County Government.
(b) Name the usual offices of a county, and write after each some important duties assigned that office. 10 credits each.
2. Name the seven offices of the Executive Department of Florida, and state some of the functions of each office. 20 credits.
3. (a) Name the different Departments of the General Government and give the usual title applied to the head of each Department.

(b) State some of the chief *duties* and *powers* of the President and each member of his Cabinet.

10 credits each.

4. In making laws by Congress, discuss each of the following:

The Committee System; Steps in the Progress of a Bill; Debate in the House; Method of Voting; The President's Power in Lawmaking.

4 credits each.

5. Explain the steps in amending the Constitution of the United States, and state approximately the number of amendments made prior to 1915, and the purpose of as many of them as you can.

20 credits.

THEORY AND PRACTICE. (FROM PAGE BY BRANSON.)

1. Write about twenty lines on the life and labors of David, P. Page.

10 credits.

2. State several ideals of education and give the author's view of the true aim of education.

30 credits.

3. Name several incentives to study which may be approved, and some the author does not approve.

20 credits.

4. When, if ever, may corporal punishment be inflicted? Name cautions to be observed in inflicting it.

20 credits.

5. Tell how the teacher can contribute to the advancement of the profession, and gain for it greater public appreciation.

20 credits.

ALGEBRA. (From Milne.)

Answers alone count nothing; method of solution to be considered in grading.

1. Resolve each into four factors—

(1) $x^8 - y^8$; (2) $a^6 - b^6$; (3) $x^4 - 2x^3 - 16x^2 \div 2x + 15$;

(4) $(x^2 - 1)^2 - 2(x^2 - 1)(y^2 - 1) + (y^2 - 1)^2$.

5 credits each.

2. Find both the H.C.F. and the L.C.M. of $6x^2 - 13 + 6$, $2x^2 + 5x - 12$, and $6x^2 - x - 12$.

10 credits each.

3. Reduce to its simplest form

$$\left(\frac{1}{1+a} + \frac{a}{1-a} \right) \div \frac{1}{1-a} - \frac{a}{1 \div a}$$

20 credits.

4. Find the value of x in $2\sqrt{x} - \sqrt{4x - 11} = 1$.

20 credits.

5. The fore wheel of a carriage makes six revolutions more than the hind wheel in going 360 feet. If the circumference of each wheel had been three feet greater, the fore wheel would have made only four revolutions more than the hind wheel in going that distance. What is the circumference of each wheel?

20 credits.

PHYSICAL GEOGRAPHY. (Maury-Simonds.)

1. Explain the causes of the changes of seasons.

10 credits.

2. Name, describe and give examples of three classes of plains.

10 credits.

3. Describe the drainage of Europe.

10 credits.

(4. (a) Tell the cause of each: (1) *waves*; (2) *tides*; (3) *ocean currents*.

(b) Describe the currents of the Atlantic Ocean.

5 credits each.

5. (a) Give and explain three laws of storms.

(b) Tell how mountains, deserts and winds regulate rainfall.

5 credits each.

6. Discuss atmospheric electricity, and tell some of its phenomena.

10 credits.

7. (a) Name and locate the three great volcanic belts.

2(b) What is the fundamental cause of volcanic action?

5 credits each.

8. (a) Name four ways by which lake basins may be caused.

(b) Give the offices of lakes.

5 credits each.

9. Illustrate and explain the three underground conditions under which artesian wells may occur.

10 credits.

10. Describe (a) the Gulf Stream; (b) the Japan Current.

5 credits each.

PRIMARY CERTIFICATES.

These certificates are issued by the State Superintendent only and are based on oral and written examinations held by him on primary studies and methods.

The privilege of examination for a primary certificate is extended only to those who have had a specified amount of experience in teaching primary grades (first, second and third) in a regular graded school (one with not less than four teachers) and present satisfactory testimonials as possessing peculiar fitness for primary teaching.

The Primary Certificate is issued examinees making an average grade of 80 per cent, with a grade in no branch below 60 per cent, and is valid for *four years*. It is limited to teaching in the first, second and third grades of regularly graded schools—*Section 368, General Statutes*.

This certificate enjoys this special distinction that it may be extended into a Life Primary after four years or thirty-two months of successful teaching under it in the primary grades.

All teachers intending to take the examination for a Primary Certificate are advised to procure a "Circular of Information" from the State Superintendent's office, which gives detailed information concerning the examination and this certificate.

SAMPLE QUESTIONS FOR PRIMARY CERTIFICATES.

NOTICE TO EXAMINEES.

1. *Use legal cap paper, pen, and ink; number or letter answers to correspond with questions; page and fasten together all your papers before filing with the examiner.*

2. *A fee of \$1, not returnable, and a character testimonial are required before examination.*

3. *Do not write your name upon any paper, and abstain from talking during the examination.*

PRIMARY METHODS.

(Based on "Waymarks for Teachers"—Arnold.)

1. Suggest a plan for health work in the schools
10 credits
2. Name two sources represented on the daily schedule from which to derive language lessons. 10 credits.
3. (a) Tell why reading is the most important subject in Primary Grades. (b) Explain the simple laws of *attention and retention*.
4. (a) Discuss the value of *phonics*. (b) State your plan for teaching *phonics* in one grade. 5 credits each.
5. (a) Distinguish between two kinds of reading matter in school readers. (b) Which requires more study for *thought-getting*, and which is better adapted to *sight-reading*. 5 credits each.
6. (a) Name and explain the three elements in word study that should precede reading. (b) State the purpose of all formal language lessons. 5 credits each.
7. Discuss three important characteristics of a good recitation. 10 credits.
8. (a) Tell why beginners should be given large tools in learning to write. (b) How large should their first writing be? 5 credits each.
9. (a) Describe two methods of conducting a spelling lesson. (b) Explain the three functions of *seat work*. 5 credits each.
10. (a) Name three kinds of knowledge (Waymarks, which the child should obtain through the lessons in arithmetic. (b) State which you consider of greatest importance and give reasons for your answer. 5 credits each.

NATURE STUDY.

(Based on Hodge's Nature Study and Life.)

1. Tell the aim of a course in *nature study*.
10 credits.
2. Discuss briefly the five values of the study.
10 credits.
3. (a) State what children should learn about insects. (b) Give your plan for insect study.
5 credits each.
4. (a) Name four things children should learn about our common wild flowers. (b) State the only successful way to study cultivated plants. 5 credits each.

5. (a) Show how the school garden may help the home garden. (b) how it may improve the farming interests of a community. 5 credits each.

6. Name several common birds and classify them as (a) *seed-eating*; (b) almost wholly *insectivorous*; (c) *preferring insects*, but can live on seeds. 3 1-3 credits each.

7. (a) Write the *life history* of the common *toad*; (b) Tell which form is most preyed upon by enemies, and why and how its extermination should be prevented. 5 credits each.

8. (a) Tell how forests influence soil formation, surface waters, and climates; (b) How may you create among children an appreciation of trees? 5 credits each.

9. State your plan for the study of corn or cotton, and the points in the lesson that you would stress. 10 credits.

10. Compare the general plan of Nature Study as given by Dr. Hodges to Miss Arnold's plan. 10 credits.

PRIMARY DRAWING.

1. (a) Name three kinds of *drawing*, and tell which appeals most to children. 10 credits.

2. (a) Discuss the relative values of *pencil* and *brush* drawing.

(b) Explain briefly *copy*, *object*, and *memory* drawing. 5 credits each.

3. (a) Draw a receding line of trees at the left of the eye; (b) illustrate how you teach the two simple elements of *perspective*. 5 credits each.

4. (a) Name objects for models in drawing; (b) state the value of the knowledge of the *square*, the *triangle*, the *oval*, and the circle. 5 credits each.

5. Draw some common object illustrating *line accent*, and give two conventional rules. 10 credits.

6. State the most effective way of teaching and give your reasons. 10 credits.

7-8. Draw a crayon box in front and below the eye, with the cover as pulled out a little to the right or left. 10 credits.

9. (a) Draw from memory some object about three inches, one dimension.

(b) Draw some object in the room with one dimension about three inches. 5 credits each.

10. (a) State the aim in *color work*.

(b) Name subjects for coloring in the primary grades, and tell with what lessons color work may be correlated. 5 credits each.

ARITHMETIC.

(Answers alone worth nothing; solutions must be given.)

1. The sum of five *addends* is ten million ten, the first is nine hundred thousand ninety, the second is twice the first, the third is twice the sum of the first and the second, the fourth is one-third the difference between the second and third. Find the fifth addend and prove your work. 20 credits.

2. Find the five *prime factors* of 33915. 20 credits.

3. A had three lots containing respectively $2\frac{1}{2}$, nine and two-thirds (9 $\frac{2}{3}$), and six and seven-twelfths (6 $\frac{7}{12}$) acres, after selling off two lots containing three and eleven-twelfths (3 $\frac{11}{12}$) and six and twenty-three twenty-fourths (6 $\frac{23}{24}$) acres, what is the remainder of his land worth at \$5 $\frac{1}{3}$ an acre? 20 credits.

4. If three and two-thirds (3 $\frac{2}{3}$) yards of cloth cost \$13 $\frac{1}{3}$, how many yards would twenty-nine and one-eleventh dollars (\$29 $\frac{1}{11}$) buy? 20 credits.

5. From the sum of eleven and one-sixteenth (11 $\frac{1}{16}$) plus 7 and eight hundred seventy-five hundred-thousandths subtract seventeen and six thousand one hundred twenty-five hundred-thousandths, multiply the remainder by 9 ten-thousandths, divide the product by one thousand eight hundred eighteen hundred-millionths, and write the quotient in Roman notation. 20 credits.

ENGLISH GRAMMER.

(From Hyde's Book II.)

1. Write in a perpendicular column these words, and opposite each in parallel columns its *possessive singular*, *nominative plural*, *progressive plural*: *berry*, *valley*, *piano*, *ox*, *thou*, *he-goat*, *son-in-law*, *cupful*, *German*, *index*.

1 credit each.

2. (a) Write two each of five different classes of pronouns and after each pair the name of its class.

(b) Decline one of each pair named.

5 credits each.

3. Write the *Order of Parsing* each: a *noun*, a *pronoun*, an *adjective*, a *verb*. 10 credits each.

4. (a) Write the synopsis of the verb *see* with *thou* in the first three moods of the *active voice*, then write in full all parts of the *active voice* following this synopsis.

(b) Write a similar synopsis of the same verb with *you* in the *passive voice*. 10 credits each.

5. Write complete analysis of this sentence:

"It is difficult for self-seeking schemers to defeat a man whom the voters know to be capable and honest." 10 credits.

6. Parse in the above sentence according to the *order of parsing* you have given above, each *noun*, *pronoun*, *adjective*, and *verb*. 20 credits.

7. Write sentences and illustrate five different *uses* of the *infinitive*, naming each separate use. 2 credits each.

8. Define a *phrase*, and write sentences illustrating five different kinds of phrases and name each kind. 2 credits each.

COMPOSITION.

(Hunitngton's Elements of Composition.)

1. (a) Name five *essentials* of a good sentence.

(b) Write one sentence each: *balanced*, *loose*, *periodic*. 10 credits each.

2. (a) Write five sentences, illustrating five different uses of capital letters. (b) Write five sentences, illustrating five different uses of the comma. 10 credits each.

3. (a) Discuss the construction of a paragraph. (b) Name and explain five of the six methods of paragraph development. 10 credits each.

4. (a) Compare the value to children in the first three grades of the reproduction of stories told them with composition based on personal experience, and indicate clearly the place of each. (b) What is the value of both oral and written composition in these grades and what should be the order for both? 10 credits each.

5. Make a topical outline for a story to be told primary children, and write this story, as you would tell it to children, in not more than 200 words. 20 credits.

GEOGRAPHY.

1. Write in a column the countries of Europe now involved in war, and write after each its capital and (for seven of them) another principal city. 20 credits.
2. Account for the growth of five of the largest cities in the United States, locating one in each of the following sections: the extreme south, the west, the east, and the central Mississippi Valley. 20 credits.
3. Name the five large drainage systems of North America (Canada and the United States), locating each accurately. 20 credits.
4. Name all the states bordering on the Great Lakes, giving the capital of each. 20 credits.
5. Give a general plan for teaching second and third grade children the home geography of a town, developing clearly a method for teaching them to understand their home industries. 20 credits.

HISTORY.

1. Give an outline for presenting to third grade children the main points in American History, indicating upon which you would lay the greatest stress. 20 credits.
2. Name each of the last five Presidents, giving an important event occurring in the administration of each, with approximate dates. 20 credits.
3. (a) State very *briefly* the causes and results of all the wars the United States has had since 1800. (b) What points would you stress in teaching small children something about these wars? 10 credits each.
4. Write in a column, and in time order, with approximate dates, the additions to the territory of the United States since 1800. (b) How was each addition acquired? 10 credits each.
5. Write, in the form and in the language you would use with third grade children, two brief stories of early American History. 20 credits.

STATE CERTIFICATES.

Before being eligible for examination for a State Certificate, the applicant "shall have taught twenty-four months in all, eight months under a First Grade Certificate obtained in this State."

All examinations for this certificate are held by the State Superintendent of Public Instruction on the following ten subjects: Geometry, Trigonometry, Physics, Botany, Zoology, Latin, Rhetoric, English Literature, Psychology, and General History.

The State Certificate is issued examinees making an average grade of 85 per cent, with a grade in no branch below 60 per cent, and is valid for five years.—*Section 370, General Statutes.*

This certificate enjoys the special distinction of being converted into a Life State Certificate after eighteen months' successful teaching in a high school or college.

Now follow sample questions used during the present biennium for this certificate:

SAMPLE QUESTIONS FOR STATE CERTIFICATES.

NOTICE TO EXAMINEES.

1. Do not write your name on any of your papers.
2. An endorsement of good moral character and a fee of one dollar, not returnable, are required before examination.
3. Write with pen and ink on legal cap; letter or number your answers to correspond with questions.

GEOMETRY. (From Milne.)

1. *Prove:* A parallelogram is bisected by any straight line passing through the middle point of one of its diagonals. 20 credits.

2. *Prove:* If a circle is inscribed in a right triangle, the sum of the diameter and the hypotenuse is equal to the sum of the other two sides of the triangle. 20 credits.

3. *Example:* Tangents are drawn through a point ten feet from the circumference of a circle whose radius is fifteen feet. Find the length of the tangents. 20 credits.

4. *Theorem:* The square upon the hypotenuse of a right triangle is equivalent to the sum of the squares upon the other two sides. 20 credits.

5. (a) *Theorem:* The lateral surface of a cone or revolution is equivalent to one-half the rectangle formed by the circumference of its base and its slant height.

- (b) *Example:* How many square yards of canvas are required for a conical tent sixteen feet high and twenty-four feet in diameter? 10 credits each.

* TRIGONOMETRY.
(From Wentworth's Plane.)

1. Give $\csc 60^\circ = \frac{2}{\sqrt{3}}$; find the other functions of 60° . 20 credits.
2. (a) Find $\sin 3x$ in terms of $\sin x$.
(b) Change $\cot x + \tan x$ to a form more convenient for logarithmic computation. 10 credits each.
3. The angles B and C of a triangle ABC are respectively $50^\circ 30'$ and $122^\circ 9'$, and BC is 9. Find AB and AC. 20 credits.
4. The base of an isosceles triangle is 20, and its area is $100 \div \sqrt{3}$; find its angles. 20 credits.
5. A tower 93.97 feet high is situated on the banks of a river. The angle of depression of an object on the opposite bank is $25^\circ 12' 54''$. Find the breadth of the river. 20 credits.

PHYSICS.
(From Carhart and Chute.)

1. (a) Give and explain the laws of capillary action.
(b) Give illustrations from nature showing the importance of capillary action. 5 credits each.
2. (a) Name and state the principles underlying the action of the hydraulic press.
(b) A hydraulic lift carries an unbalanced weight of 300 lbs. If the piston supporting the lift is 8 in. in diameter, what pressure of water per square inch will be necessary. 5 credits each.
3. Give law for resultant of parallel forces, and for the point of application of the resultant. 10 credits.
4. Two parallel forces 120 and 180 dynes, respectively, have their points of application 50 cm. apart. What third parallel force will produce equilibrium, and where must it be applied so that the three points shall be in the same straight line? 10 credits.

5. Define: *buoyancy, density, specific gravity, one atmosphere, acceleration, momentum, moment of force, mechanical advantage, efficiency of a machine, power.*

1 credit each.

6. A ball fired at a target was heard to strike after an interval of 8 seconds. The distance of the target was one mile, and the temperature of the air 20° C. What was the mean velocity of the ball?

10 credits.

7. Develop the Major Diatonic Scale, middle C, having 256 vibration per second.

10 credits.

8. (a) Give the law of intensity of light.

(b) Two lamps of equal candle power are placed 100 m. apart. Where must a screen be placed between so that one side receives four times as much light as the other?

5 credits each.

9. How much heat will be required to change 60 gm. of ice into steam?

10 credits.

10. If the current through an incandescent lamp is 0.55 ampere and the potential difference between its terminal is 110 volts, what is the resistance of the lamp?

10 credits.

BOTANY.

1. Name three important substance that occur in *seeds*, and tell how each may be detected.

10 credits.

2. (a) Define *primary, secondary, and tertiary roots*.

(b) Name plants which bear each; *aerial roots; parasitic roots; adventitious roots.*

5 credits each.

3. (a) Distinguish between *definite and indefinite annual growth of stems.*

(b) Give the three principal ways that plants climb, and give an example of each.

5 credits each.

4. Give the uses of each of the following parts of a *dicotyledonous stem: pith, medullary rays, vessels, wood cells of heart wood, wood cells of sap wood, inner bark, green layer of bark.*

10 credits.

5. (a) What is meant by *vernation*? Describe two kinds.

(b) What are *adventitious buds*? How may a tree be made to produce them?

5 credits each.

6. Illustrate by a drawing the cross-section of a lily leaf, and explain the uses of the parts shown.

10 credits.

7. (a) Illustrate by a diagram a cross-section of a flower having 5 sepals, 5 petals, 10 stamens, 1 pistil with ovary of 5 locules.

(b) Make diagram and illustrate the longitudinal section of some flower with superior ovary.

5 credits each.

8. (a) Define and give an example of each of the following fruits: *simple, multiple, aggregate, accessory*.

(b) Distinguish between dehiscent and indehiscent fruits, giving an example of each. 5 credits each.

9. (a) Explain what is meant by *alternation of generations*? (b) Tell what the generations are and their relation to each other in a moss plant. 5 credits each.

10. Name and illustrate by drawing: 4 leaf forms as to general outline; 3 leaf tips; 3 margins. 10 credits.

ZOOLOGY.

(From Colton.)

1. Name two insects of the order *Diptera*; give the life history of one of them, stating how it is helpful or injurious. 10 credits.

2. (a) Describe the general "*characters of the Crustacea*." 5 credits.

(b) Give three examples of crustaceans. 5 credits.

3. Describe the digestive and circulatory system of the *perch*. 10 credits.

4. Discuss the *frog* as to nervous system and sense organs. 10 credits.

5. Name five orders of *Aves*, and give the characteristics of one example of two of these orders. 10 credits.

6. Discuss the economic value of birds, mentioning some southern and Florida birds of particular value. 10 credits.

7. (a) Give *six* chief characteristics of mammals. 6 credits.

(b) Name one example of each of the following orders: *Cetacea, Ungulata, Rodentia, Primates*. 1 credit each.

8. Discuss briefly the rabbit's *method of locomotion, process of digestion, circulation, escape from enemies*. 10 credits.

9. (a) Describe briefly the *Amoeba*.
(b) Give the general characteristics of *Protozoa*.
5 credits each.
10. Give an account of the skeleton of the *starfish*, its watertube system, its method of locomotion. 10 credits.

LATIN.

1. Translate into good English (not too liberal):
Ad haec Caesar respondit; Se magis consuetudine sua quam merito eorum civitatem conservaturum, si, priusquam murum aries attigisset, se dedidissent; sed deditiois nullam esse condicionem nisi armis traditis. Se id, quod in Nerviiis fessisset, facturum finitimisque imperaturum, ne quam dediticiis populi Romani iniuriam inferrent.
Re renuntiata ad suos, quae imperarentur, facere dixerunt. Armorum magna multitudo de muro in fossam, quae erat ante oppidum, iacta, sic ut prope summam muri aggerisque altitudinem acervi armorum adaequarent, et tamen circiter parte tertia, ut postea perspectum est, celata atque in oppido retenta, portis patefactis eo die pace sunt usi.
Caesar, Chap. 32, Bk. II.
20 credits.
2. Decline *in full* (in three genders if possible) these words found in the extract: *sua, aries, id, re, armorum*.
2 credits each.
3. (a) Write a synopsis of the verb *fero* with *tu*, in the active voice in all tenses of the *finite moods*, writing in full all parts of the active voice following the *finite moods*.
(b) Write a similar synopsis in the passive voice of the same verb with *vos*, writing in full all parts following the *finite moods*.
5 credits each.
4. Write the *principal parts* in the voice here used of the first ten verbs (beginning with *respondit* and taking them in order) in the extract—count infinitives and participles as verbs.
1 credit each.
5. Parse *in full* (giving rule for construction and for use of the infinitives and subjunctive mood) each of the following: *merito, conservaturum, attigisset, dedidissent, armis, imperaturum, quam* (second one), *dediticiis, facere, pace*.
1 credit each.

6. Make an interlinear translation (by writing the Latin in the line above transposed to suit the English meaning, the latter written in the line below) of the following:

Et tamen hanc pelago praeterlabare necesse est; Ausoniae pars illa procul, quam pandit Apollo. Vade' ait 'O felix nati pietate. Quid ultra provehor, et fando surgentis demoror austros?'

Nec minus Ondromache digressu maesta supremo fert picturatas auri subtemine vestes et Phrygiam Ascanio chlamydem (nec credit honore), textilibusque onerat donis, ac talia fatur: 'Accipe et haec, manuum tibi quae monumenta mearum sint, puer, et longum Andromachae testentur amorem, coniugis Hectoreae. Cape dona extrema tuorum, O mihi sola mei super Astyanactis imago: sic oculos, sic ille manus, sic ora ferebat; et nunc aequali tecum pubesceret aevo.'

Hos ego digrediens lacrimis adfabar obortis: 'Vivite felices, quibus est fortuna peracta iam sua; nos alia ex aliis in fata vocamur.

Aeneid, Bk. III, ll. 478-494.—30 credits.

7. Write in Latin: "Of (ex with abl.) the six speeches which are entitled (inscribo) *Against Verres*, Cicero delivered (habeo) only one. This is called *Actio Prima*. After this had been delivered (abl. abs.), overwhelmed (opprimo) by the evidence (indiciu) Cicero had collected (colligo) and by the witnesses (testis) which he had summoned (voco) to Syracuse from all parts of Sicily, Verres withdrew (decedo) of his own accord (sponte) into exile.

The remaining (reliquit) five speeches Cicero wrote out (exscribo) and called *Actio Secunda*. 10 credits

RHETOTIC.

(From Canby & Opdycke.)

1. Define and discuss each of the three necessary laws to be observed in all writing. 10 credits.

2. Write one of each of the four kinds of sentences classified as to *form*, and explain *need* of each.

3. Discuss the development of the paragraph, treating especially of *sentence variety*, *unity*, *emphasis* and *coherence*. 10 credits.

4. (a) Give an illustration of a *paragraph outline*.
 (b) What is the use of the *plan habit*, and of *naturalness in writing and speaking*.
 5 credits each.
5. Write an *exposition* of not less than 100 words on the theme *Narration*, after preparing a careful outline.
 10 credits.
6. State in its proper form, and prepare a *brief* for debate, on the subject: "The United States should get ready for possible war with Japan."
 10 credits.
7. Discuss the *tests* for the *validity* of an *argument*.
 10 credits.
8. Construct a *plot* and write a story of not less than 200 words connected in some way with your attendance upon the present meeting of the Florida Educational Association.
 10 credits.
9. Discuss the teaching of *word study* with a view to correct spelling and word mastery as a practical problem in high school English.
 10 credits.
10. Define one each of ten separate *figures of speech*, giving with each definition an example. 1 credit each.

ENGLISH LITERATURE.

1. Give brief account of the *Vercelli and Exeter Books*.
 (b) Distinguish between Scop and Gleeman, and tell how they contributed to Anglo-Saxon literature.
 5 credits each.
2. (a) Give reasons for the importance to literature of the period from the Norman Conquest, 1066, to Chaucer's death, 1400.
 2(b) Give brief accounts of the authors and of the character of their productions of two prose writers and two poets of this period.
 5 credits each.
3. Name four of the leading writers of the period from Chaucer to the Accession of Elizabeth, 1558, giving title of the chief productions of each and a brief statement of its character and object.
 10 credits.
4. State in brief occurrences and influences which caused the short Elizabethan Age of forty-five years' duration to rank among the greatest in English literature.
 10 credits.

5. Name as many as five noted writers, naming chief productions of each, who gave literary prominence to the Elizabethan period. 2 credits each.

6. Tell what each of the following in the Puritan Age, 1603-1660, wrote and give briefly the character of one production of each: Sir Walter Raleigh, King James, Izaak Walton, Jeremy Taylor, John Bunyan, John Milton. 2 credits each.

7. State very briefly the object or character of each of the following productions, and write a brief sketch of its author: *Hudibras*, *Robinson Crusoe*, *Gulliver's Travels*, *The Sir Roger de Coverly Papers*, *The Rape of the Lock*. 2 credits each.

8. Write as fully as possible of Pamela and the author, and tell why its appearance was so important as to mark the beginning of the Age, 1740-1780. 10 credits.

9. (a) Give the meaning of Romanticism, and give reasons why the period from 1780-1837 is styled "The Age of Romanticism."

(b) Name one or more of his chief productions, and state the character of each of the following writers of the period: *Burns*, *Cowper*, *Scott*, *Wordsworth*, *Byron*. 5 credits each.

10. So numerous and varied are the writers of the Victorian Age, 1837-1900, simply name some production and state its character of each of the following writers of his Age: *Charles Darwin*, *Thomas Huxley*, *Thomas Babington McCauley*, *Cardinal Newman*, *Thomas Carlyle*, *John Ruskin*, *Charles Dickens*, *William Makepiece Thackeray*, *Mary Ann Evans (George Eliot)*, *Robert Browning*, *Alfred Tennyson*, *Rudyard Kipling*. 10 credits.

PSYCHOLOGY.

(From Halleck.)

1. Define the following: (a) *psychology*; (b) *nuerone*; (c) *axone*; (d) *afferent* and *efferent nerves*; (e) *ganglion*. 2 credits each.

2. (a) Distinguish between a *subjective* and an *objective* mental state; state the necessity of the study of *consciousness*.

(b) Name all the mental powers that are factors in a complete *mental act*. 5 credits each.

3. Tell of perception: (a) The best time to cultivate it; (b) why keen perceptive faculties are necessary to success; (c) how to perceive things (d) the best studies to cultivate it; (e) methods of cultivating rapidity in perceiving. 5 credits each.

4. (a) Show the relation of memory to perception, and name the powers involved in remembering.

(b) Give the five *primary laws* of association. 5 credits each.

5. (a) Define imagination, and show how memory and imagination differ in imaginative products.

(b) Discuss methods of cultivating the imagination and the necessity of *clear-cut images*. 5 credits each.

6. (a) Show the various steps necessary to produce a clear concept, and name all the processes involved in a finished product of thought.

(b) Illustrate the difference between a *thought* and a *judgment*; the difference between a *judgment* and *reasoning*. 5 credits each.

7. (a) Illustrate the difference between *inductive* and *deductive* reasoning. 5 credits each.

(b) Give three *primary laws* of thought; theories about *intuition*. 5 credits each.

8. In thought culture, discuss the following (a) *accuracy of concepts*; (b) *classification*; (c) *search for analogies*; (d) *influence upon character*; (e) *the time for it*. 2 credits each.

9. Discuss the cultivation of the emotions: (1) the necessity of *correct emotional habits*; (2) how to cultivate them; (3) which to cultivate; (4) enjoyment as the *object of life*; (5) *the necessity of learning early how to enjoy*. 2 credits each.

10. (a) Name in order the mental processes involved in an act of the will.

(b) Discuss the necessity of cultivating the will, and methods of cultivating it. 5 credits each.

GENERAL HISTORY.

(From Myer's Revised Edition.)

1. Tell what each of these ancient nations contributed to civilization: (a) Egypt, (b) Phoenicia.

2. Discuss the religion of the ancient Greeks: (a) The Olympian Council; (b) modes of divine communication and their ideas of the future. 5 credits each.

3. Under the general head of Roman Civilization, tell of the following: (a) architecture, (b) oratory, (c) law and literature, (d) education, (e) social position of woman. 2 credits each.

4. Narrate the career and accomplishments of Charlemagne. 10 credits.

5. Show the causes of the origin, influence, good results and causes of decay of both a) Feudalism, (b) Chivalry. 5 credits each.

6. (a) Relate at some length the causes and influences leading to the *Revival of Learning*; (b) the evil and good results of the *Classical Revival*. 5 credits each.

7. Trace the *growth* and *decline* of Spanish power. 10 credits.

8. (a) State the causes of the *French Revolution*; (b) relate circumstances of the *Reign of Terror*, and the influence of this Revolution upon other countries. 5 credits each.

9. (a) Tell of the formation of the *German Confederation* and of the subsequent Uprisings; the causes of the *Seven Weeks' War*, the discord in the *North German Union*, relate the real cause of the *Franco-Prussian War*, and the establishment of the New German Empire. 5 credits each.

10. Discuss the various *Reform Bills* in England of the last century and subsequent policies progressing toward a democracy. 10 credits.

SPECIAL CERTIFICATES.

A special certificate may be issued by the State Superintendent to any applicant furnishing satisfactory testimonials, showing peculiar fitness for teaching certain subjects not included in the requirements for a County Second Grade Certificate.

Examinations for this certificate are held only by the State Superintendent, and examiners are required to make a grade of not less than 90 per cent on each subject which the certificate authorizes them to teach and the certificate is valid for five years, *Sec. 369, General Statutes*.

The following are samples of questions used in examinations for this certificate during the past two years.

SAMPLE QUESTIONS FOR SPECIAL CERTIFICATES.

FOR SPECIAL CERTIFICATES—NOTICE TO EXAMINEES.

1. *Use legal cap paper, pen, and ink; number or letter answers to correspond with questions; page and fasten together all your papers before filing with the examiner.*

2. *A fee of \$1, not returnable, and a character testimonial are required before examination.*

3. *Do not write your name upon any paper, and abstain from talking during the examination.*

CHEMISTRY.

1. Draw diagram of an apparatus by which the ratio of hydrogen to oxygen may be determined by use of copper oxide, and explain the process. 10 credits.

2. Describe a case of combustion in which oxygen is not involved. 10 credits.

3. State the relative volumes of each gaseous substance indicated by the equations representing,

- (a) hydrogen combining with chlorine;
- (b) chlorine combining with water;
- (c) hydrogen combining with bromine;
- (d) electrolysis of sodium chloride.

10 credits.

4. What was the weight of each product, when 2.4 grams of Zinc were treated with an excess of sulphuric acid? 10 credits.

5. Tell why sodium hydroxide is called a typical base. 10 credits.

6. Explain the process of silver-plating by electricity on the theory of dissociation. 10 credits.

7. (a) What weight of zinc and sulphuric acid will be needed to evolve 10 liters of hydrogen?

(b) If the hydrogen thus evolved is measured at 24° C. and a pressure of 720 mm., what space would it occupy at standard conditions? 5 credits each.

8. State Avogadro's hypothesis. 10 credits.

9. Give chemical composition of (a) "Super phosphate;" (b) Acid carbonate of soda; (c) Corrosive sublimate; (d) "Hypo" of the photographers; (e) Saltpeter. 2 credits each.

110. Give formulas for (a) Ethyl alcohol; b) Acetic acid; (c) Cellulose; (d) Cane sugar; (e) Grape sugar.

2 credits each.

FRENCH.

(Printed without accent.)

1. (a) Give the rule and three general exceptions for forming the feminine singular of adjectives from the masculine singular, and give the feminine singular of *ancien, moyen, cher, frais*.

(b) Give the meanings and the forms of *beau, nouveau, vieux*; and compare *bon* and *joli*.

5 credits each.

2. Write a list of the personal pronouns specifying the forms used as (a) *subjects*; (b) *direct objects*; (c) *indirect objects*; (d) *objects of prepositions*. (e) Give and illustrate the rules for the position of pronoun objects.

2 credits each.

3. Give the principal parts of *vaincre, joindre, pouvoir, boire, venir, aller, partir, courir, savoir, vouloir*.

1 credit each.

4. Give present indicative and subjunctive of *aller*, the future indicative of *voir*, the imperative of *avoir*, the conditional of *être*, and the past indicative of *vaincre*.

2 credits each.

5. (a) Give sentences in which *in* is translated respectively by *à, dans, en, and de*.

(b) Illustrate with sentences how *at, in* and *from* are expressed (a) with names of countries; (b) with names of cities.

5 credits each.

6. Use *in* sentences: *beaucoup, besoin, qu'est-ce qui, que* (both as a relative and as an interrogative pronoun), *quel, quoi, dont, chaque, assez*.

1 credit each.

7. Translate into English:

La tombe dit à la rose:

—Des pleurs dont l'aube t'arrose

Que fais-tu, fleur des amours?

La rose dit:—Tombeau sombre,

De ces pleurs je fais dans l'ombre

Un parfum d'ambre et de miel.

La tombe dit:—Fleur plaintive,

De chaque âme qui m'arrive

Je fais un ange du ciel!

10 credits.

8. Translate into English :

Elle proceda de nouveau au coucher du petit Pierre, qui etait si bien endormi cette fois qu'il ne s'aperçut en rien de ce nouveau voyage. Germain mit tant de bois au feu que toute la foret en resplendit a la ronde: mais la petite Marie n'en pouvait plus, et quoiqu'elle ne se plaignit de rien, elle ne se soutenait plus sur ses jambes. Elle etait pale et ses dents, claquaient de froid et de faiblesse German la prit dans ses bras pour la rechauffer; et l'inquietude, la compassion, des mouvements de tendresse irresist'ble s'emparant de son coeur; sa langue se delia comme par miracle, et toute honte cessant:—Marie, lui dit -il, tu me plais, et pe suis bien malheureux de ne pas te plaire. 10 credits.

9-10. Translate into French :

In the town where I used to live there was an old man who could not distinguish A from B. A friend of mine who wished to amuse himself once said to him: 'Why don't you buy some spectacles (lunettes)? If you can find some which are good enough you will be able to read the newspapers.'

As soon as the man heard that, he went to an optician in a neighboring town. Having entered the store, he requested the merchant to bring him the best pair of spectacles he had. He brought him a pair, but they were not what he needed. "These are not good," said he, "show me a better pair." The patient merchant tried several pairs, but the man could not read.

At last the optician said angrily: "You are holding the paper upside down, I bet that you can not read. I don't believe that you can distinguish one letter from another. I have no spectacles for you." "You are right," replied the old man, "If I could read I should not be looking for spectacles.

20 credits.

GERMAN.

(Printed in English Type With Umlauts Written Out.)

1. (a) Give nine propositions which govern the dative and accusative cases, and tell when they govern the dative case and when the accusative; (b) illustrate each rule by examples. 5 credits each.

2. Give the principal parts of the following verbs:
lesen, trinken, lassen, binden, gehen, brennen, denken, wissen, sein, kommen. 1 credit each.

3. Illustrate each by an example and explain fully the uses of the following order of words: (a) *inverted*; (b) *transposed*; (c) *normal*. 3 1/3 credits each

4. Decline:

- (a) Der alte Mann, ein alter Mann, alter Mann;
- (b) die gute Frau, eine gute Frau, gute Frau;
- (c) das schoene Kind, ein schoenes Kind, schoenes,

Kind.

3 1/3 credits each.

5. Conjugate in indicative and imperative: *hingehen, sich setzen*. 5 credits each

6. Give five ways of translating the present participle into German, and illustrate each by an example. 2 credits each.

7. Translate into German:—

(a) What kind of flowers have you in your garden? All sorts of flowers.

(b) I do not believe that he is very industrious.

(c) He comes from him, from a good friend, from her, from my sister.

(d) The chair on which you sit is very old.

(e) He did not understand you because he could not speak German.

8. Translate into English:—

Ich weiss nicht, was soll es bedeuten,
 Dass ich so traurig bin;
 Ein Maerchen aus alten Zeiten,
 Das kommt mir nicht aus dem Sinn
 Die Luft ist kuehl und es dunkelt,
 Und ruhig fliesst der Rhein;
 Der Gipfel des Berges funkelt
 Im Abendsonnenschein.

10 credits.

9-19 Translate into English:—

Ein junger Maler hatte ein vortreffliches Bild gemalt, das beste, das ihm je gelungen war. Selbst sein Meister fand nichts daran zu tadeln. Der junge Maler aber war so entzueckt darueber, dass er unaufhoerlich das Werk seiner Kunst betrachtete und seine Studien einstellte. Denn er glaubte, sich nicht mehr usbertreffen zu koennen.

Eines Morgens fand er, dass sein Meister das ganze Germaelde ausgeloescht hatte. Zuernend

rannte er zu ihm und fragte nach der Ursache dieses grausamen Verfahrens. Der Meister antwortete: "Ich habe es mit weisem Bedacht getan. Das Gemaelde war gut als Beweis deines Fortschrittes, aber es war zugleich dein Verderben." Wie so?" fragte der junge Kuenstler. "Freund," antwortete der Meister, "du liebtest nicht mehr die Kunst in deinem Bilde, sondern nur dich selbst." 20 credits.

SPANISH.

(Printed Without Accent.)

1. Distinguish between *alguien* and *alguno*; between *quien* and *cual*. 10 credits.
2. Write sentences illustrating two uses of *para*; three uses of *por*. 10 credits.
3. Distinguish between the uses in Spanish of the *preterite*, *imperfect*, and *perfect tenses*. 10 credits.
4. (a) Explain why *ser* and *estar* can not be used interchangeably; (b) Illustrate with sentences. 5 credits each.
5. Conjugate in full, giving the English meaning, the verb *tener*. 15 credits.
6. Translate into Spanish:—
 - (a) Are you a butcher? No, Sir, I am a baker.
 - (b) What days do you receive letters from France?
I receive them on Tuesdays and Saturdays.
 - (c) He has just opened the window.
 - (d) I do not like to see it rain; but I do like to see it snow.
 - (e) Whose book is this which I have here? That one which you have there is the professor's. 3 credits each.
7. Translate into English:—
Tambien me han dicho que hay en Espana varias clase de sociedad; no es esi? Si, Senor; pero eso sucede en todas las naciones del mundo,—
No en los Estados Unidos. V. ve que aqui no se dan titulos de nobleza, no hay diferencia en el tarje, y decimos Mr. Johnson, hablando del presidente, y Mr. Johnson, hablando de un carnicero, y el mismo presidente Johnson era antes sastre, de modo que la igualdad existe en las personas como en las cosas.— No olvide V., sin embargo,

que Dios no ha hecho dos cosas iguales en el mundo, y que los hombres son quiza mas desiguales entre si que las' mismas cosas.

Concedido, y no hay cosa que mas ridicula me parezca que las lavenderas vestidas de senoras, y los *rowdies* del Bowery afectando ser calalleros.
20 credits.

Translate into English:—

Cuentan de un sabio, que un dia
Tan pobre y misero estaba,
Que solo se sustentaba
De unas yerbas que cogia.
Habra etro (entre si decia)
y cuando el rostro volvio,
Hallo la respuesta, viendo
Que iba otro sabio cogiendo
Las hojas que el arrojó.—Calderon:—
La Vida es Sueno. 10 credits

MUSIC

1. (a) Discuss with some fullness the work in music to be done in the high school, making clear the relative importance of the various parts of this work.

(b) In a high school where there are a number whose voices have not changed, how would you classify the voices of all students for four part chorus work?

5 credits each.

2. What would you do to protect (a) boys' voices while changing? (b) The voice of altos who are inclined to carry their tones too high?

5 credits each.

3. How would you proceed with (a) the boy who feels that it is unmanly to sing? (b) The boy or girl, who because of self consciousness will not sing?

5 credits each.

4. Define and illustrate: *bar, measure, time, signature, interval, simple time, compound time.*

10 credits.

5. Define: *andante, diminuendo, allegro, ritenuto, largo.*

2 credits each.

6. Define and give the abbreviation or sign commonly used of: *piano, fortissimo, sforzando, dal segno, coda.*

2 credits each.

7. Write on F and A-flat: *major third, perfect fourth, minor sixth, augmented second, diminished seventh.* 2 credits each.

8. Write the major scales of D-flat: A: G-flat: B: B-flat. 2 credits each.

9. Write (a) the relative harmonic minor scales ascending and descending of the first two scales of question eight: (b) the relative melodic minors, ascending and descending, of the last two; (c) the harmonic chromatic scale of one octave, ascending and descending, beginning on middle C. 3 1-3 credits each.

10. Discuss the value of music in schools as regards (a) instilling patriotism in pupils; (b) refining influences; (c) mental discipline. 3 1-3 credits each.

BIOLOGY.

(From Hunter's Essentials.)

1. Discuss six properties of protoplasm. 10 credits.

2. Describe briefly the different devices flowers assume to prevent self-pollination and secure cross-pollination. 10 credits.

3. Define the following: *flower, fruit, seed, root, stem.*

(b) Make a drawing of a *dicotyledonous stem*, and describe its parts. 5 credits each.

4. (a) Write of *reproduction in flowering plants.*

(b) Give *three* modified terms applied to plants modified by their surroundings, and the meaning of each term. 5 credits each.

5. State comprehensively the general biological relations between plants and animals. 10 credits.

6. (a) Give *nine* functions common to all animals.

(b) Compare briefly *cretaceans* and *insects.* 5 credits each.

7. Arrange in one column the resemblances and in another the differences in the respiration of: (a) a bird and a fish; (b) a frog and a clam. 5 credits each.

8. Give (a) the geologic history of the horse; (b) some results of selective breeding in domestic animals. 5 credits each.

9. Discuss *food values* and *diets* for man. 10 credits.

10. Give four essentials in *hygienic living* and discuss each. 10 credits.

HISTORY OF EDUCATION.

(From Seeley's History of Education.)

1. Give reasons why the teacher should be familiar with the history of education. 10 credits.
2. (a) Point out defects in the old Chinese Educational system.
(b) Contrast as teachers Christ and Confucius. 5 credits each.
3. (a) State the good and bad features of East Indian education; (b) The valuable lesson furnished by the educational system of the Jews. 5 credits each.
4. Contrast the Athenian and Spartan Education, and name some of the leading educators of each. 10 credits.
5. Give the advantages of the old Roman system of education and the names of some of the most noted educators. 10 credits.
6. Enumerate some of the most important lessons or principles of education introduced by Christianity. 10 credits.
7. (a) Distinguish between the education of men and women under the *feudal System*.
(b) Tell how the *monasteries* influenced education. 5 credits each.
8. (a) Define the *Renaissance*, and tell its influence upon education.
(b) Tell what is meant by the *Reformation* and discuss its influence upon education. 5 credits each.
9. (a) Discuss the advantages and disadvantages of Jesuit education.
(a) Explain the origin and meaning of *realism* in education. 5 credits each.
10. (a) Tell of Rousseau's educational work and influence.
(b) Compare and contrast *Pestalozzi*, *Herbart* and *Froebel*. 5 credits each.

BOOK-KEEPING.

In the following transactions use the Day-Book-Journal form for original entries, unless you prefer to use separate books. Post to Ledger, make Trial Balance, and close the accounts.

Use red ink where it is needed.

Purchase and sales are to be made according to the Price List below.

Interest and discount are computed at 6% on 360 day basis.

PRICE LIST

Buying		Selling.
\$2.00 per bu.	Beans	\$2.10
.75 per bu.	Barley	.85
.50 per bu.	Corn	.60
4.00 per bu.	Clover Seed	4.50
1.50 per bu.	Flax	2.00
1.00 per bu.	Millet	1.25
.35 per bu.	Oats	.40
2.10 per bu.	Peas	2.35
.60 per bu.	Rye	.75
1.05 per bu.	Wheat	1.15

1916.

- April 1—John Doe commenced business with capital of \$5,000 on deposit in First National Bank.
- April 2—Bo't of C. W. Bond for cash, 100 bu. wheat, 50 bu. beans.
- April 3—Sold Clarkson & Co. for cash 50 bu. wheat, 20 bu. beans.
- April 4—Bo't of B. D. Lord on account, 100 bu. millet, 100 bu. corn, 100 bu. flax, 200 bu. oats.
- April 5—Sold Ogden & Boyce on acct. 50 bu. millet, 20 bu. beans, 50 bu. flax.
- April 6—Bo't. office books, etc., for cash \$35.00.
- April 8—Bo't, of Smith and Pond, on my note at 15 days, payable at First National Bank, 50 bu. clover seed.
- April 9—Paid B. D. Lord, on account by check on First National Bank, \$100.
- April 10—Sold for cash 10 bu. clover seed, 50 bu. oats.
- April 11—Paid cash for 2 tons coal, \$9.50.
- April 12—Sold Nathan McDonald on his note at 15 days, 20 bu. clover seed, 50 bu. oats, 25 bu. millet.
- April 15—Bought of Brewster & Co. on account, 200 bu. rye, 100 bu. barley, 100 bu. peas, 200 bu. wheat.
- April 16—Received of Ogden & Boyce, \$100.
- April 16—Paid by check for Safe, Briggs & Sons, \$300.

- April 18—Bought of W. E. Ross on my note at 30 days with interest, payable at bank, 100 bu. beans, 200 bu. corn, 100 bu. clover seed.
- April 19—Paid B. D. Lord on acct. by check on bank, \$150.
- April 20—Sold McMaster & Co. on note at 20 days with interest, payable at First National Bank; 50 bu. peas, 50 bu. clover seed, 100 bu. rye.
- April 22—Received cash of Ogden & Boyce on acct., \$50.
- April 23—Sold B. D. Collins on acct., 50 bu. barley, 20 bu. flax, 25 bu. millet seed, 100 bu. wheat.
- April 25—John Doe (proprietor) drew cash from business for self, \$100.

DOMESTIC ART.

1. What are the two common basting stitches, and where used? 10 credits.
2. Describe three kinds of plackets. 10 credits.
3. Describe methods of darning.
 - (a) Bias tear in woolen material; (b) Three cornered tear in woolen material; (c) Stockinette. 3 1-3 credits each.
4. (a) Define a *flat fell*: *open flat fell*. (b) Where is each used? 5 credits each.
5. What are three important points to bear in mind in the placing of patterns and the cutting of garments? 10 credits.
6. (a) Describe a running stitch, telling how it is made and when used. (b) Discuss the use of knots in hand sewing. 5 credits each.
7. Trace briefly the preparation of wool from the fleece to the finished product. 10 credits.
8. Define woolens and worsteds. 10 credits.
9. Define each: (a) *noil*; (b) *shoddy*; (c) *felt*. 3 1-3 credits each.
10. Describe a chemical test for identifications of each: (a) woolen fibers; (b) cotton fibers. 5 credits each.

DOMESTIC SCIENCE.

1. (a) Describe the structure of lean meat.
 - (b) Give directions, with reasons, for cooking each: *tender meat*: *tough meat*. 5 credits each.

2. (a) Explain what determines whether or not a fat is good for frying purposes, telling the effect of high temperatures on the composition and digestibility of fat.

(b) Give five rules for frying food in fat.
5 credits each.

3. (a) Define *sterilization*, and tell the causes of the spoiling of food.

(b) Give directions for canning string beans.
5 credits each.

4. (a) Define *yeasts*, and enumerate the conditions most favorable to their growth.

(b) Name the characteristic products of *fermentation*.
5 credits each.

5. (a) What are meat *substitutes*? (b) Name five or more foods which are *meat substitutes*.
5 credits each.

6. (a) State the general composition of *Baking Powders*.

(b) Name the different classes and discuss each with regard to its effect on the health. 5 credits each.

7. Make an outline showing how to teach the making of *griddle cakes* to a high school class without experience in bread-making. 10 credits

8. Make out a list of Domestic Science equipment for a high school not to cost over \$100. 10 credits.

9. (a) Give the composition of unskimmed, or whole milk.

(b) Calculate the food value of 100 grams of whole milk. 5 credits each.

10. (a) Give directions for Pasturizing milk.

(b) Tell why Pasturizing is better than boiling, and under what conditions it should be Pasteurized.
5 credits each.

ART DRAWING.

1. Why has art become a general study in the best schools? 10 credits

2. Tell how drawing may be correlated with other school work. 10 credits.

3. Draw with a pencil a unit of design whose motive is something from nature. 10 credits.

4. Arrange unit for a stencil border design. 10 credits.

5. Draw, in parallel perspective, outline sketch of a book. 10 credits.

5. Draw, in perspective, outline sketch of a table. 10 credits.

7. Draw a flower pot lying on its side turned at an angle, sketch axis and diameter of ellipse. 10 credits.

8. Name general differences between Classic, Romanesque, and Gothic architecture. 10 credits.

9. Is the study of art in the public schools likely to result in commercial value? Explain how and in what ways. 10 credits.

10. Name at least three American Artists of eminence. 10 credits.

MECHANICAL DRAWING.

1. (a) To what extent and for what reasons is it desirable to correlate the work in drawing with shopwork?

(b) In a course of Manual Training how would you apportion the time between drawing and shopwork? 5 credits each

2. (a) Outline in a general way a four-year course in Mechanical Drawing for high schools.

(b) Outline in detail the work for the first year of that course. 5 credits each.

3. (a) Tell how much time and attention you would give to lettering, and explain how you would present the work.

(b) Make a carefully lettered title such as you would require on all drawings. 5 credits each.

4. (a) Mention two books on Mechanical Drawing that it would be desirable to place in the hands of pupils, and two that would be valuable to the teacher or for reference.

(b) How would you teach perspective sketching, and how much time would you give to this part of the work? 5 credits each.

5. Make a careful, completely-dimensioned mechanical drawing for a simple eighth grade project.

10 credits.

5. Make a three-view mechanical drawing for a drawing table, such as might be made by high school boys in the shop. 10 credits.

7. (a) Give a list of the equipment desirable for high school work in Mechanical Drawing.

(b) What instruments would you regard as essential in each "set of instruments?"

(c) Give an estimate of the total cost of an equipment such as you have recommended for a class of twelve pupils, and give the address of two firms that would furnish same. 1 3/3 credits each.

8. (a) How would you explain the "arrangement of views" to a class in drawing?

(b) Give such directions as you would make to assist a boy in avoiding blots when he begins ink drawings.

(c) Give the proper order for inking a drawing. 3 1/3 credits each.

9. (a) Give such cautions as you would give to a class to prevent them from getting into bad habits in drawing.

(b) Enumerate seven kinds of lines used in Mechanical Drawing and explain the character and use of each. 5 credits each.

10. (a) How much attention would you give to the study of the principles of projection?

(b) Where in the course would you place this work? Give reasons. 5 credits each.

MANUAL TRAINING.

1. Name the order in which you would take them up and tell how you would teach the *care and use* of the following tools: *chisel, plane, marking-gauge, square saw*. 10 credits.

2. (a) Name the tools and other equipment necessary to give a beginning course in bench-work.

(b) Make an estimate of the cost of such equipment for a class of ten pupils. 5 credits each.

3. Give reasons why a pupil in *Manual Training* should have a knowledge of *Mechanical Drawing*. 10 credits.

4. (a) Outline a course of study for the eighth grade in beginning *bench-work*.

(b) Outline a similar course in *Mechanical Drawing* to accompany the above. 5 credits each.

5. (a) Distinguish between the terms *manual training, mechanical drawing*, and *bench-work*, showing clearly their relations and which really embraces the other.

(b) Should or should not examinations on the three be combined in one test? 5 credits each.

6. Make a working drawing for a stool, or some similar project, suitable for high school work. 10 credits.

7. (a) State to what extent individual and class instruction should be employed in *manual training*; (b) give your reasons. 5 credits each.

8. Name the subjects you would include in a *manual training* course in the average Florida high school. 10 credits.

9. (a) At what point in the course in wood-working should pupils be allowed to select and design their projects?

(b) In making their selections, tell what assistance and suggestions are advisable. 5 credits each.

10. (a) State the reasons why you would or would not saw out a line on a board.

(b) Describe two methods of sawing logs into boards, giving of each its advantages and disadvantages. 5 credits each.

BENCH WORK.

1. Make a drawing showing the principal parts of a jack-plane, and label the parts. 10 credits.

2. Give in detail directions for the use of the plane as you would give them to a class of boys in beginning woodwork. 10 credits.

3. Explain fully the method of laying out and cutting a mortise for a joint in the leg of a stool or table. 10 credits.

4. Give rules and cautions that you give to a class beginning the use of (a) the try square; (b) the rule; (c) the marking gauge; (d) the block plane. 10 credits.

5. (a) Give a list of tools and equipment, exclusive of power machines, that you regard necessary or highly desirable for a beginning class in high school wood-working.

(b) Give an estimate of the total cost of such an equipment for a class of twelve pupils, and the addresses of three firms that you might write for quotations on such equipment. 5 credits each.

6. (a) Explain the method of location of points for accurate boring.

(b) Explain the method of through boring and a method of boring a number of holes to the same depth.

(c) What kind and what number of bit would you use in making a hole for a three-eighths inch dowel? In making a hole for a screw three-sixteenths of an inch in diameter. 3 1/3 credits each.

7. (a) Outline a course in bench-work for the seventh and eighth grades.

(b) Mention two good text-books that might be placed in the hands of pupils, and tell why you prefer them to others. 5 credits each.

8. (a) Outline a course for a beginning class in high school wood-work.

(b) Name two of the best books on wood-work for the use of the teacher or for reference. 5 credits each.

9. Sketch a stool or taboret, giving dimensions, and make out a full bill of material for the project represented. 10 credits.

10. (a) Describe two methods of seasoning lumber.

(b) Explain two methods of sawing logs into lumber and state the advantage and disadvantage of each method. 5 credits each.

ROSTER OF PRIMARY CERTIFICATE HOLDERS.

The legal requirements for Primary Certificates and sample questions used in the examinations therefor are given earlier in this Chapter. This list presents the number of the certificate and the names of all who have ever been awarded this certificate with the following omitted:

First, those whose certificates have expired by limitation.

Second, those whose primary certificate have been extended into the Life Primary.

Third, those who are deceased.

☞ Thanks will be extended any living relation or friend, who will notify the State Superintendent if any person recorded in this list is dead.

The postoffices given are the last known of these persons.

No.

219. Pollard, Miss Ruth T., Niagara Falls, New York.
220. Kilgore, Miss Birdie, _____.
221. Bell, Miss Mary Alice, _____.
222. Farr, Miss Alvira H., Lynn Haven, Florida.
223. Palmer, Miss Nellie, Tampa, Florida.
224. Sudduth, Miss Pauline, Lakeland, Florida.
225. Thornton, Miss Evelyn, Pensacola, Florida.
226. Patterson, Miss Susie, Tallahassee, Florida.
227. Brachhold, Miss Elizabeth R., Daytona Beach, Florida.
228. Brachhold, Miss Margaret, Daytona Beach, Florida.
229. Reinoehl, Miss Sophie, Jacksonville, Florida.
231. Griffin, Miss Lula, Sneads, Florida.
232. Leffler, Miss Peachea, Sanford, Florida.
233. Benson, Miss Lillian, Nashville, Tennessee.
234. Collins, Mrs. Sabra Howard, Pensacola, Florida.
235. Farnsworth, Miss Lillie S., Dayton, Tennessee.
236. Merritt, Miss Mabel C., Muscogee, Florida.
237. Law, Miss Loretta A., DeLand, Florida.
238. Buie, Miss Florence E., Lake City, Florida.
239. Anderson, Miss Hildur C., Miami, Florida.
240. Colyer, Miss Kate, Butler, Missouri.
241. Arrington, Mrs. Stella P., Monticello, Florida.
242. Brewster, Miss Dempsie Ora, Bartow, Florida.
243. Davis, Miss Lillian Savina, Tampa, Florida.
244. Doolittle, Miss Fleda Doris, Carbondale, Ohio.
245. Higgins, Miss Florence R., Warrington, Florida.
246. McRae, Miss Mary Etta, Lakeland, Florida.
247. Owsley, Miss Margaret, Pensacola, Florida.
248. Perry, Miss Merle H., Tampa, Florida.

- No.
249. Richter, Miss Nance, Miami, Florida.
 250. McLarty, Miss Mattie, Baker, Florida.
 251. Hilton, Miss Emma A., Melrose, Florida.
 252. Stewart, Miss Edith C., Sanford, Florida.
 253. Partridge, Miss Frances H., Kingston, Florida.
 254. Hanna, Miss Mary, Wauchula, Florida.
 255. Turner, Miss Bertha, Hopkinsville, Kentucky.
 256. Jones, Miss Winona, Jacksonville, Florida.
 257. Evans, Mrs. Arabelle (Mrs. W. T.), Bellview,
Florida.
 258. Turner, Miss Mabel, Auburndale, Florida.
 259. Stephens, Mrs. Elizabeth W., Marianna, Florida.
 260. Campbell, Miss Jeanette, S., Argyle, Florida.
 261. Pickern, Mrs. Gertrude D., Palatka, Florida.
 262. Shaver, Mrs. D. B., Wauchula, Florida.
 263. Owens, Miss Emma L., Marianna, Florida.
 264. Harding, Miss Florida L., Apalachicola, Florida.
 265. Patterson, Miss Ruth, Jasper, Florida.
 266. McConnell, Miss Ruby E., DeFuniak Springs,
Florida
 267. Braswell, Miss Annie, Monticello, Florida.
 268. Lynch, Mrs. Julia P., Jacksonville, Florida.
 269. Denham, Miss Pamela, Monticello, Florida.
 270. McLean, Miss Marcella, Panasoffkee, Florida.
 271. McRae, Miss Mary Alice, High Springs, Florida.
 272. Yutzy, Miss Nelle Grace, Lynn, Haven, Florida.
 273. Forrest, Miss Elsie Louise, Bradentown, Florida.
 274. Garcia, Miss Felicia Ruth, Pablo Beach, Florida.
 275. Furgerson, Miss Mary Madeline, Tampa, Florida.
 276. Miller, Miss Emma Bryan, Bagdad, Florida.
 277. Broughton, Miss Ethel, Pensacola, Florida.
 278. Boggs, Miss Hazel, Bradentown, Florida.
 279. Bennett, Miss Pearl I., Bartow, Florida.
 280. Anderson, Miss Annie Laurie, Bradentown, Florida.
 281. Dixon, Miss Mary Elizabeth, Panama City, Florida.
 282. Waters, Miss Mary Eva., Muscogee, Florida.

- No.
283. Harrison, Miss Sallie Chiles, Sarasota, Florida.
 284. Schofield, Miss Emma C., Carrabelle, Florida.
 285. Tuttle, Mrs. Ruby., Malone, Florida.
 286. James, Mrs. Emma, White Springs, Florida.
 287. Floreus, Miss Marie Louise, Jacksonville, Florida.
 288. McLeary, Miss Maude, South Jacksonville, Florida.
 289. McLeod, Miss Angyleen, Sylacauga, Alabama.
 290. White, Miss Bessie M., Ft. Myers, Florida.
 291. Holliday, Miss Alma G., Daytona Beach, Florida.
 292. Lawrence, Miss VonBismark, Ft. Myers, Florida.
 293. Chambers, Miss Frances, Tampa, Florida.
 294. Conway, Miss Mary, Green Cove Springs, Florida.
 295. Wellmann, Miss Bertha, Bronson, Florida.
 296. Cason, Miss Claribel, Miami, Florida.
 297. Taylor, Miss Mayme L., Oak Hill, Florida.
 298. Woodward, Mrs. Mary Bixby, Bradentown, Florida.
 299. Davis, Miss W. Maude, Alva, Florida.
 300. Hemming, Miss Grace E., Ft. Myers, Florida.
 301. Rochford, Miss Anna M., Ocala, Florida.
 302. Owen, Miss Dona Scott, Port St. Joe., Florida.
 303. Barrette, Miss Edna M., Green Cove Springs, Florida.
 304. Morrow, Miss Bertha Dale, Tampa, Florida.
 305. Latimer, Mrs. Lula, Dade City, Florida.
 306. Boswell, Miss Fannie Ann, St. Petersburg Florida.
 307. Inman, Miss Ruby Edyth, Havana, Florida.
 308. Scaggs, Miss Marie E., Ft. Meade, Florida.
 309. Gardner, Miss Rose V., Miami, Florida.
 310. Abercrombie, Miss Lelia, Pensacola, Florida.
 311. Hodges, Mrs. Grace P., Jacksonville, Florida.
 312. Anderson, Miss Florence E., Tampa, Florida.
 313. Maney, Miss Elizabeth, Lakeland, Florida.
 314. Brantley, Miss Susanne F., Jacksonville, Florida.
 315. Bishop, Miss Ethel Belle, Hastings, Florida.
 316. Hill, Miss Elizabeth V., Miami, Florida.
 317. Austin, Miss Louise E., Apalachicola, Florida.

No.

- 318. Beeson, Miss Ella B., Wauchula, Florida.
- 319. Waller, Mrs. James B., Maitland, Florida.
- 320. Hall, Miss Kate L., Pensacola, Florida.
- 321. Sewell, Miss Nona, Brooksville, Florida.
- 322. Gray, Miss Clara Polk, St. Petersburg, Florida.
- 323. Knight, Mrs. Mary Juliet, Miami, Florida.
- 324. Plumb, Miss Kathleen Grace, Belleair.

LIFE PRIMARY CERTIFICATE HOLDERS.

Primary certificates may be given life validity by the State Superintendent of Public Instruction after four years of successful teaching.—*Sec. 373, General Statutes.*

The following is a list of those holding this certificate:

No.

- 1. Merry, Miss Sophia, Micanopy, Florida.
- 2. Hooker, Mrs. Annie, Bartow, Florida.
- 3. Stevens, Miss Nellie C., Ocala, Florida.
- 4. Schwalmeyer, Miss Maud, Tallahassee, Florida.
- 5. Cooke, Miss Moselle, Jacksonville, Florida.
- 6. Pugh, Mrs. A. Austin, Miami, Florida.
- 7. Fairlie, Miss Margaret C., Jacksonville, Florida.
- 8. Erwin, Mrs. R. W.
- 9. Fabyan, Mrs. Stella M. Peter, Leesburg, Florida.
- 10. Mendenhall, Miss Ella M., Eustis, Florida.
- 11. Merryday, Miss Adelaide G., Palatka, Florida.
- 12. Candlish, Miss Ruth A., Jacksonville, Florida.
- 14. Fleming, Mrs. L. M., Jacksonville, Florida.
- 15. McKinlay, Miss Lula W., Jacksonville, Florida.
- 16. Mims, Miss Stella B., Bonaventure, Florida.
- 17. Sanchez, Miss Mabel, Gainesville, Florida.
- 18. Balis, Miss Florence C., Gainesville, Florida.
- 19. Hunter, Mrs. F. Mizelle, Jasper, Florida.
- 20. Barron, Mrs. K. LaF., DeLand, Florida.
- 21. Hentz, Miss Caroline W., Marianna, Florida.
- 22. LaFontise, Miss Louise, Gainesville, Florida.

No.

23. Dickey, Miss Ida, Auburndale, Florida.
24. Hopkins, Mrs. B. H., Jacksonville, Florida.
25. May, Miss Sue F., Aucilla, Florida.
26. Brook, Miss Daisy, Dade City, Florida.
27. Keagy, Mrs. Emily, St. Petersburg, Florida.
28. Gould, Miss Lena, Jacksonville, Florida.
29. Ground, Mrs. A. M., Jacksonville, Florida.
30. Morress, Miss Eddie Love, Perry, Florida.
31. Harris, Miss Amy Lee, West Palm Beach, Florida.
33. Jackson, Miss Phronia, Rockbluff, Florida.
34. Ambrose, Miss Claudia, Waldo, Florida.
35. Kennedy, Miss Julia, Gainesville, Florida.
36. McKinnon, Miss Mary, DeFuniak Springs, Florida.
37. Smyth, Mrs. A. C., Tampa, Florida.
39. Fleagle, Mrs. N. H., Tampa, Florida.
40. Cumming, Miss Fannie, Tampa, Florida.
41. Stowell, Miss Jennie, Tampa, Florida.
42. Stowell, Miss Faith H., Tampa, Florida.
43. Lenfesty, Miss Lizzie, Tampa, Florida.
44. Crilly, Miss M. E., Tampa, Florida.
45. Reece, Mrs. M. D., Oxford, Florida.
46. Macey, Mrs. M. A., Eau Gallie, Florida.
47. Britt, Miss Lizzie, Port Tampa City, Florida.
48. Wentworth, Miss Ellie G., Pensacola, Florida.
49. Burney, Mrs. E. G., Plant City, Florida.
50. Griffin, Miss Cora C., Anthony, Florida.
51. Wilson, Miss Alice, Bradentown, Florida.
52. Ecles, Miss Lottie G., DeLand, Florida.
53. Lovelace,, Mrs. J. A., Tampa, Florida.
54. Porterfield, Mrs. A. C., Tampa, Florida.
55. Somerville, Miss Martha L., Jacksonville, Florida.
56. Hardee, Miss Mary, Tampa, Florida.
57. Bearden, Miss Rebecca, Monticello, Florida.
58. Jones, Mrs. Hafford, Tampa, Florida.
59. Weaver, Mrs. R. H., Mayo, Florida.
60. Poole, Miss Eva L., DeLand, Florida.

No.

61. Lovelace, Miss Nita R., Gainesville, Florida.
62. Bachman, Miss Ethel C., St. Petersburg, Florida.
63. Joyner, Miss Clara L., Eustis, Florida.
64. Harter, Miss Maude J., Tampa, Florida.
65. Taylor, Miss Margaret E., Ocala, Florida.
66. Thomas, Miss Nellie, Aucilla, Florida.
67. Fussell, Mrs. James, Arch Creek, Florida.
68. Coughlin, Miss Ada, St. Augustine, Florida.
69. Cook, Miss Nellie E., Jacksonville, Florida.
70. Bailey, Miss Mary, Gainesville, Florida.
71. Grier, Miss Lorena, West Palm Beach, Florida.
72. McMullin, Miss Annie E., Pensacola, Florida.
73. Odom, Mrs. W. J., Fort Myers, Florida.
74. Berkstresser, Miss Mary, Hawthorne, Florida.
75. McCrary, Miss Lena, Lakeland, Florida.
76. Sensabaugh, Mrs. Effie, Bartow, Florida.
77. Williamson, Miss Adele, Pensacola, Florida.
78. Child, Miss Emma, Tallahassee, Florida.
79. Anderson, Miss Florence, Lakeland, Florida.
80. Green, Miss Jimmie, Bradentown, Florida.
81. Spain, Miss Bessie, Palatka, Florida.
82. Moulton, Mrs. Edith K., Winter Haven, Florida.
83. Gramling, Miss Beatrice, Miami, Florida.
84. Bevis, Miss Minnie L., Bascom, Florida.
85. Andrews, Miss Olive, Pensacola, Florida.
86. Saunders, Miss Gracia M., S. Jacksonville, Florida.
87. Hudson, Mrs. C. S., Miami, Florida.
88. Woolf, Miss Madula, Arcadia, Florida.
89. Posey, Mrs. Florine Davis, Tampa, Florida.
90. Wiley, Miss Flossie, West Palm Beach, Florida.
91. Yniestra, Miss Allie, Pensacola, Florida.
92. Muriel, Mrs. Estelle L., Jacksonville, Florida.
93. Williamson, Mrs. E. M. Green Cove Springs,
Florida.
94. McKinnon, Miss Christian, DeFuniak Spgs, Florida.
95. Slater, Miss Georgia, Pinetta, Florida.

- No.
96. Lucas, Miss Anne M., Inverness, Florida.
 97. McDonald, Miss Wilibel, DeFuniak Spgs, Florida.
 98. Hooks, Miss Wilhelmina, Lakeland, Florida.
 99. Carrier, Mrs. Alice Bingham, West Palm Beach, Florida.
 100. Anderson, Mrs. W. S. (nee Sparta Blow), Tampa, Florida.
 101. Brown, Mrs. Gertrude L., Gainesville, Florida.
 102. Wicker, Miss Ethel A., Tampa, Florida.
 103. Evers, Mrs. Mollie, Plant City, Florida.
 104. Thompson, Miss Verda, Lakeland, Florida.
 105. Yowell, Miss Emma Viola, Kissimmee, Florida.
 106. Sale, Miss Essie B., Gainesville, Florida.
 107. Smith, Miss Mae, Davenport, Florida.
 108. Dickinson, Miss Whittie, Madison, Florida.
 109. Murdock, Miss Eleanor A., Tampa, Florida.
 110. Loftin, Miss Katherine, Pensacola, Florida.
 111. Cochrane, Miss Inez F., Dade City, Florida.
 112. Howze, Mrs. Frankie, Palmetto, Florida.
 113. Bradley, Miss Charlotte E., DeLand, Florida.
 114. Miles, Miss Maggie B., Bartow, Florida.
 115. Welch, Miss Elizabeth H., Apopka, Florida.
 116. Hendry, Miss Eugenia H., Perry, Florida.
 117. Worth, Miss Clara G., Tampa, Florida.
 118. Burroughs, Miss Adele T., Jacksonville, Florida.
 119. Ludwig, Miss Katherine, Jacksonville, Florida.
 120. Yawn, Miss Rosa J., Tallahassee, Florida.
 121. Campbell, Miss Florence A., Jacksonville, Florida.
 122. Chaires, Miss Nannie, Tallahassee, Florida.
 123. Wise, Miss Sadie C., Lake City, Florida.
 124. Clapp, Miss Rebecca L., Tampa, Florida.
 125. Streater, Miss Winifred A., Lakeland, Florida.
 126. Bouchelle, Miss Ethel, DeLand, Florida.
 127. Ottke, Miss Edna, Tampa, Florida.
 128. Hall, Mrs. Pearl Futch, Gainesville, Florida.
 129. Wallace, Miss Madge, Jacksonville, Florida.

- No.
130. Orr, Miss Alma M., Stuart, Florida.
 131. Page, Miss Lillian W., DeLand, Florida.
 132. Laycock, Mrs. H. A., Fort Myers, Florida.
 133. Kellogg, Miss Annie A., Lakeland, Florida.
 134. Williams, Miss Mattie, Marianna, Florida.
 135. Green, Miss Lottie Lee, Branford, Florida.
 136. Cochrane, Miss Lulu R., Dade City, Florida.
 137. Pierce, Miss Genevieve V., Apalachicola, Florida.
 138. Patch, Miss Phoebe Pearl, Orlando, Florida.
 139. Ward, Miss Nannie Grant, Oxford, Mississippi.
 140. Peters, Miss Georgia, Youmans, Florida.
 141. Arrowsmith, Miss Almeda, St. Cloud, Florida.
 142. Johnson, Miss Sara Frances, Perry, Florida.
 143. Bainter, Miss Edyth L., Kingston, Florida.
 144. Graham, Miss Robin, Tampa, Florida.
 145. Poole, Miss Daisie, Quincy, Florida.
 146. Pinch, Mrs. Mamie Strickland, Lakeland, Florida.
 147. Sterling, Miss Natalee F., St. Petersburg, Florida.

LIFE FIRST GRADE CERTIFICATES.

The second paragraph of Section 373, General Statutes, provides that any person who has taught school in this State for six years under First Grade (County) Certificates, the average grade of each certificate (as construed by the Attorney General) being not less than 90 per cent, and properly endorsed as being of good moral character and faithful and successful as an instructor and disciplinarian, may be awarded, without further examination, with this certificate, "good in any part of the State and of perpetual validity in the county where such endorsement is made."

The following presents the number, of the Certificate, name of holder, and the last known postoffice of all persons holding this Certificate, except those who are deceased, or such as have taken the higher State or Life

No.

Certificate. It was deemed unnecessary to give the latter as holders also of this certificate.

1. Ray, Miss Olive, Starke, Florida.
2. Scott, George F., Arcadia, Florida.
3. Bennett, Mrs. L. A., Crystal River, Florida.
4. Eskridge, Mrs. Cora, Inverness, Florida.
6. Lipscombe, B. M. Mrs., Jacksonville, Florida.
7. Moore, M. T. Jacksonville, Florida.
8. Graham, Harry E., Pensacola, Florida.
9. Sampey, Mrs. Frank, Tracy, Florida.
10. Reese, Miss Pauline, Pensacola, Florida.
11. Hall, Oliver B., Concord, Florida.
13. Gramling, Miss Mamie, Tampa, Florida.
14. Mallory, C. F., Knights, Florida.
15. Gregory, Mrs. Addine, Sanford, Florida.
17. Fletcher, S. B., Downing, Florida.
18. Wideman, John W., DeLand, Florida.
19. Green, P. Wilson, Belleview, Florida.
21. Green, Miss Carrie M., Palatka, Florida.
23. Garrason, John S., Mobile, Ala.
24. McClung, J. W., Tampa, Florida.
25. Baughan, W. H., Holmes, Florida.
26. Kennedy, W. T. Umatilla, Florida.
27. Moore, Miss Maud, Tavares, Florida.
28. Bayley, Mrs. Emma, Bartow, Florida.
30. Pepper, Miss Norma, Punta Gorda, Florida.
32. Hobbs, W. A. H., Cocoanut Grove, Florida.
33. Brown, J. C., Westville, Florida.
34. Cobb, Miss Winifred E., Tallahassee, Florida.
35. Merritt, Miss Ada F., Buena Vista, Florida.
36. Rickards, Henry, Oaklawn, Florida.
37. Baugh, W. C., Riverview, Florida.
38. Barco, Mrs. Ella LaF., Sutherland, Florida.
39. Swatts, H. L., Lakeland, Florida.
40. Stuart, Mrs. Susan C., Bradentown, Florida.
41. Graham, B. C., Tampa, Florida.

No.

42. Johnston, Miss Mary S., —————.
43. Hamblen, Miss Evelyn M., St. Augustine, Florida.
44. Elizabeth, Sister M., St. Augustine, Florida.
45. Maloy, W. J., Madison, Florida.
46. Hampton, Miss Clem, Hampton Springs, Florida.
49. Rawson, Miss Eleanor M., Jacksonville, Florida.
50. Warner, Mrs. Beulah M., Jacksonville, Florida.
51. Rutherford, Mrs. R. B., Jacksonville, Florida.
53. Elzey, Frank, —————.
54. Given, O. M., Bartow, Florida.
55. Gary, W. T., Ocala, Florida.
56. Woodruff, P. G., Westville, Florida.
57. Hercules, A., Jacksonville, Florida.
58. Mathews, E. I., Tallahassee, Florida.
59. Williams, Arthur, Tallahassee, Florida.
60. Hathaway, L. D., Brooksville, Florida.
62. Peper, J. E. Tavares, Florida.
63. Tomlinson, Miss May, Lakeland, Florida.
64. Barron, Mrs. Maude, DeLand, Florida.
65. Nichols, B. C., Parrish, Florida.
66. Blow, Miss Apenae, Marianna, Florida.
67. Longmire, Miss Rowena, Tallahassee, Florida.
68. Wilder, Mrs. Margaret G., St. Petersburg, Florida.
69. Williams, Miss Essie May, Jacksonville, Florida.
70. Chapman, Miss Mattie P., Plymouth, Florida.
71. Hodge, Miss Bertha, Live Oak, Florida.
72. Powers, Miss Carlie A., Jacksonville, Florida.
73. Wicker, Miss Catherine, Tampa, Florida.
74. Rhodes, Mrs. Nita O'Neal, Lamont, Florida.
75. Milton, Beman, Marianna, Florida.
76. Wynns, Miss Sallie D., —————.
77. Oakley, Miss Jessie, Deckard, Tennessee.
79. Wine, W. D. G., Ponce de Leon, Florida.
80. Pollock, Mrs. R. M., Jacksonville, Florida.
81. Overhultz, J. N., Keuka, Florida.

No.

82. Kendricks, Miss Nettie, Fernandina, Florida.
83. Himes, Mrs. Myra Finley, West Palm Beach, Florida.
84. Mallicoat, J. T., Tampa, Florida.
85. Borger, Miss Georgia, Lake City, Florida.
86. Pomeroy, J. R., Stuart, Florida.
87. Keathley, Norton, Brooksville, Florida.
88. Hargrett, J. H. (Col.), Tallahassee, Florida.
89. Payne, Miss Jennie M., Fairfield, Florida.
90. Norton, Miss Lillian B., Tampa, Florida.
91. DeLaney, Miss Eunice, Orlando, Florida.
92. Bryan, Miss Lula J., Fernandina, Florida.
93. Mead, Miss Laura, Limona, Florida.
94. Suter, Miss Ethel, Pensacola, Florida.
95. Erwin, Richard W., Fellowship, Florida.
96. Immaculate, Sister Mary, San Antonio, Florida.
97. Allen, C. K., Sopchoppy, Florida.
98. Jackson, A. W., White Springs, Florida.
99. DeChantal, Sister, St. Augustine, Florida.
100. Bevis, Miss Minnie L., Bascom, Florida.
101. Shuler, Miss Sallie R., Bristol, Florida.
102. Wigfield, Miss Virginia, Live Oak, Florida.
103. Rehbinder, L. M., Geneva, Florida.
104. Cobb, Miss Grace P., Tallahassee, Florida.
105. Harwell, Miss Ellen, Jacksonville, Florida.
106. Murphy, Mrs. A. B., Bradentown, Florida.
107. Turnley, Miss Mary H., Ocala, Florida.
108. Noble, Miss Rose, Inverness, Florida.
109. Mabbette, Miss May, Daytona, Florida.
110. Cochrane, Miss Lulu, Dade City, Florida.
111. Jernigan, Walter B., Milton, Florida.
112. Cate, William A., Madison, Florida.
113. Smith, Miss Bernice, Orlando, Florida.
114. Newsom, Miss Lucy, Orlando, Florida.
115. Geiger, Miss Lily, Green Cove Springs, Florida.

No.

116. Ray, Miss Mollie E., Orlando, Florida.
117. Gaines, Miss Rachel C., Hirashoma, Japan.
118. Bomford, Mrs. H., Tampa, Florida.
119. Witter, Miss J. Belle, Tampa, Florida.
120. Julia, Sister M., St. Augustine, Florida.
121. McCreery, Miss Sarah E., Ocala, Florida.
122. Hathaway, W. B., Gainesville, Florida.
123. Genevieve, Sister M., Armstrong, Florida.
124. Brewer, Miss Irene, Williston, Florida.
125. Owens, J. H., Lake City, Florida.
126. Lane, Miss Pattie R., Brooksville, Florida.
127. Bellinger, Miss Eva, Waukeelah, Florida.
129. Hunter, Mrs. Edith, Mayo, Florida.
130. Jackson, J. A., Jasper, Florida.
131. Taylor, Miss Margaret E., Ocala, Florida.
132. Bryan, Miss Helen, Jena, Florida.
133. Chaires, Geo. S. (Col.), St. Augustine, Florida.
134. Gray, R. A., Tallahassee, Florida.
135. Upson, Miss Ruth Newell, Jacksonville, Florida.
136. Hooper, Miss Nellie, South Jacksonville, Florida.
137. Tomlin, Mrs. Mary L., Plant City, Fla.
138. Copeland, Mrs. H. V., St. Augustine, Fla.
139. Frink, Miss Nellie B., Jasper, Florida.
140. Horton, Mrs. M. L., Jasper, Florida.
141. Lovelace, Miss Nita R., Gainesville, Florida.
142. Altman, Miss Pearl, Jasper, Florida.
143. Fidelis, Sister M., St. Augustine, Florida.
144. Agrita, Sister M., St. Augustine, Florida.
145. Thompson, Miss Minnie S., Tampa, Florida.
146. Brown, W. C. (Col.), Macclenny, Florida.
147. Mathews, Mrs. Ettie M., Tallahassee, Florida.
148. Campbell, Miss Mary G., DeFuniak Springs, Florida.
149. Weimer, Miss Elizabeth, Fernandina, Florida.
150. McLaughlin, Miss Mary, Palatka, Florida.

- No.
151. McKenzie, Miss Estelle, Palatka, Florida.
 152. Thomas, L. H., Plant City, Florida.
 153. Baldwin, Thos. O., Garnder, Florida.
 155. Moore, Mrs. Marvin H., Jacksonville, Florida.
 156. Jordon, Miss Mattie, Tampa, Florida.
 158. Apthorpe, Miss Emma M., Tallahassee, Florida.
 159. Rogers, R. L., Carrabelle, Florida.
 160. McCall, Jas. P., Altha, Florida.
 161. Pittman, R. G., Blountstown, Florida.
 162. Bond, Miss Ianthe, Daytona, Florida.
 163. Futch, Miss Emma, Hampton, Florida.
 164. Moore, Miss Ethel, Tampa, Florida.
 165. Tilly, Mrs. Lucy Gaines, Ozona, Florida.
 166. Smith, Miss Ula May, Orlando, Florida.
 167. Simpson, Miss Lucy, Lake City, Florida.
 168. Boyd, Miss Carrie Benie, Chipley, Florida.
 169. Simms, Miss Mamie, Marianna, Florida.
 170. Sproull, Miss Katherine F., Jacksonville, Florida.
 171. Griffin, Miss Edith, Sneads, Florida.
 172. Murray, C. E., Bartow, Florida.
 173. Ray, Miss Maggie, Pensacola, Florida.
 174. Seacole, Miss Mabel, Eustis, Florida.
 176. Teeter, Miss Lottie E., Hawthorn, Florida.
 177. Tompkies, Miss Kate M., Gainesville, Florida.
 178. Franklin, Miss Ida J., Gainesville, Florida.
 179. Johnson, Miss Georgia, Hawthorn, Florida.
 180. Suter, Miss Maud, Pensacola, Florida.
 181. Powell, Miss Emma Wilder, East Point, Florida.
 182. Rood, Miss Leone, St. Augustine, Florida.
 183. Miller, Miss Helen M., St. Petersburg, Florida.
 184. O'Neal, Miss Carolyn, Dade City, Florida.
 185. Tetherly, Miss Alice M., Orlando, Florida.
 186. Hemming, Miss Alberta S., Jacksonville, Florida.
 187. Culver, Mrs. Lola M., Jacksonville, Florida.

No.

- 188. Smith, Miss Albina, Kissimmee, Florida.
- 189. Sparkman, Miss Maud, Palmetto, Florida.
- 190. Pardee, Miss Rosa, Micanopy, Florida.

LIFE FIRST GRADE CERTIFICATE HOLDERS.

- 191. Tippins, Miss Minnie, Bagdad, Florida.
- 192. Jones, Miss Epps Vaughan, —————.
- 192. Nash, Miss Mary W., Hawthorn, Florida.
- 193. Roseborough, Miss Carol, Tampa, Florida.
- 194. Patillo, Miss Nellie, DeLand, Florida.
- 195. Gullett, B. D., Palmetto, Florida.
- 196. Clayton, Mrs. R. M., Tampa, Florida.
- 198. Haley, Miss Frances E., Quincy, Florida.
- 199. McCreery, Miss Annie B., Tampa, Florida.
- 200. Jameson, Miss Mabel Frances, Tangerine, Florida.
- 201. Holcomb, Miss Mabel O., Palatka, Florida.
- 202. Carrio, Miss Virginia L., Farnandina, Florida.
- 203. Williams, Miss Estella G., Live Oak, Florida.
- 204. Hough, Miss Maude F., Tampa, Florida.
- 205. Beugnet, Miss Beulah, Fernandina, Florida.
- 206. Crooms, Jos. N., (negro) Sanford, Florida.
- 207. Brinson, Miss Daisy B., Live Oak, Florida.
- 208. Semmes, Miss Sarah H., Tampa, Florida.
- 210. McInnis Sam W., O'Brien, Florida.
- 211. Plant, Miss Lula Edna, Sanford, Florida.
- 212. Hathaway, J. T., Jay, Florida.
- 213. Edwards, W. C., Sebastian, Florida.
- 214. Gibson, Miss Icer Griffin, Alford, Florida.
- 215. Bassett, Miss Elva, Holder, Florida.
- 216. Wiggins, Herman B., Tampa, Florida.
- 217. Hall, G. Fred, O'Brien, Florida.
- 218. Finney, Miss Carrie H., Dade City, Florida.
- 219. Langston, Miss Frances M., Chipley, Florida.
- 220. Harry, Mrs. Lillian Farris, Jacksonville, Florida.
- 221. Jackson, F. S. Perry, Florida.

- No.
- 222. Hughes, Miss Florence L., Jacksonville, Florida.
 - 223. Woodberry, Miss Mary E., Gainesville, Florida.
 - 224. Wilkison, Miss Maude, Wauchula, Florida.
 - 225. Anderson, Cannie A., Port St. Joe, Florida.
 - 226. Robinson, Moses R., Bonifay, Florida.
 - 227. Lyman, Miss Daisy E., Gainesville, Florida.
 - 228. Coffey, Mrs. Cora N., Gainesville, Florida.
 - 229. Fordham, Mrs. Julia C., Tallahassee, Florida.
 - 230. Nash, Miss Millie T., Sanford.

LIFE EXTENSION OF FIRST GRADE CERTIFICATE HOLDERS.

The first paragraph of Section 373, General Statutes, provides that the holder of an unexpired First Grade (County) Certificate, who presents satisfactory evidence of having taught successfully for twenty years in this State, nine of these years under certificates issued (in this State) since January 1, A. D. 1894, and being of good moral character and faithful and successful as an instructor and disciplinarian, may, upon such further examination as the County Superintendent may deem necessary, secure an endorsement of his or her First Grade Certificate, making it perpetually valid during the life of the holder in the county where the certificate is endorsed.

The following is a list of persons holding this certificate, except such as are known to be dead or those who have taken a State or a Life State Certificate.

- No.
- 1. Tate, James M., Roberts, Florida.
 - 2. Myrick, Miss Nellie T., Jacksonville, Florida.
 - 3. King, Miss Annis B., Jacksonville, Florida.
 - 5. McElvaine, Mrs. Anna P., (colored) Gainesville, Florida.
 - 6. Johnson, L. F., (colored), Orlando, Florida.
 - 7. Johnson, Mrs. W. G. Orlando, Florida.

No.

8. Houston, Geo. W. (colored), Live Oak, Florida.
9. Richardson, Mrs. Ella W. (colored), Jacksonville, Florida.
10. McIver, M. E. Jacksonville, Florida.
11. McLaurin, Miss Mary M., Jacksonville, Florida.
13. Tatum, Mrs. A. D., Monticello, Florida.
14. Dart, Miss E. Emma, Apopka, Florida.
15. Dart, Miss Mary E., Apopka, Florida.
16. DeMilly, H. W., Valdosta, Georgia.
17. Moore, O. J. Mulberry, Florida.
18. Crane, Mrs. M. A., Tampa, Florida.
19. Richardson, H. (colored), Lake City, Florida.
20. Peck, W. H. (colored), Fernandina, Florida.
21. Wiggins, Miss Roberta J. (colored), Jacksonville, Florida.
22. Belknap, Henry P., Gotha, Florida.
23. Whitfield, Cupid A. (colored), Mount Pleasant, Florida.
24. Broward, Miss Hortense, Jacksonville, Florida.
25. Hartwell, B. F. (colored), Green Cove Springs, Florida.
26. Holmes, Mrs. M. D. (colored), Palatka, Florida.
27. Verelst, Miss Annie H., Plummers, Florida.
28. Grier, Mrs. F. M., Tampa, Florida.
29. Toennies, F. H., Tampa, Florida.
30. Pumphrey, J. R., Lynn Haven, Florida.
31. Loennecker, Jr., Mrs. G. C., Homosassa, Florida.
32. Sampey, Mrs. S. N., Pensacola, Florida.
33. Long, O. F. (colored), Greenwood, Florida.
34. Ross, M. W. (colored), Green Cove Springs, Florida.
35. Baker, B. J. (colored), Live Oak, Florida.
36. Dukes, Mrs. W. F. C. (colored), Lake City, Florida.
37. Willcombe, Miss Edna B., DeLeon Springs, Florida.
38. Howren, Miss Laura B., Tallahassee, Florida.
39. Bryan, Miss Mary C. Kissimee, Florida.

No.

40. Hendrix, Miss Hattie, Plant City, Florida.
41. Hadley, S. F. (colored), DeLand, Florida.
42. Booker, Miss Emma E. (colored), White Springs, Florida.
43. Cary, L. D., West Palm Beach, Florida.
44. Farlie, Miss Margaret C., Jacksonville, Florida.
45. Jones, R. P. (colored), Plant City, Florida.
46. Mickens, J. W. (colored), West Palm Beach Florida.
47. Hoffman, W. H. (colored), Sneads, Florida.
48. Meacham, C. A. (colored), Tampa, Florida.
49. Williams, Miss Bessie Lee, Jacksonville, Florida.
50. Ecles, Miss Carrie B., DeLand, Florida.
51. Shumate, Miss Carrie D., Bartow, Florida.
52. Wentworth, Miss Katherine, Pensacola, Florida.
53. Rochelle, Wm. A. (colored), Lakeland, Florida.
54. Creekmore, Miss Nora, Live Oak, Florida.
55. McCollum, C. F., Tampa, Florida.
56. Hamilton, Laura Anna (negro), Seffner, Florida.
57. Stokes, Charity E. (negro), Live Oak, Florida.
58. Morress, Miss Eddie Love, Ashville, Florida.
59. Howard, Richard H. (negro), Daytona, Florida.
60. Terry, Mrs. Myrtelle H., Lakeland, Florida.
62. Tippin, Miss Lidia M., Pensacola, Florida.
63. Kellix, Lizzie B. (negro), Sanford, Florida.

AGED TEACHER'S CERTIFICATE HOLDERS.

It was provided in Chapter 4995, Session Laws of 1901, that any person who made satisfactory proof of having taught the whole or a part of each of the twenty years prior to January 1, 1900, in public or private schools of this State, and had secured at least one certificate, of any grade, under the present uniform examination laws, should be relieved of further examination and granted a certificate entitling the holder to teach in Primary and

Intermediate grades only in any school where the majority of the patrons might select such teacher.

The Legislature of 1903, in the first section of Chapter 5204, repealed the provisions for this certificate, but the certificates already issued were not invalidated.

The following are the holders of this certificate with those omitted who are known to be dead or have taken higher certificates:

No.

2. Singleton, C. C. (colored), Blountstown, Florida.
3. Richardson, H. (colored), Lake City, Florida.
5. Wilson, Mrs. Tallulah B., Jacksonville, Florida.
7. Edwards, Miss Agnes M. (colored), Jacksonville, Florida.
10. Gibson, John A. (colored), Pensacola, Florida.
11. DeVaughan, A. M. (colored), Pensacola, Florida.
12. McIver, Miss Henrietta E., Tampa, Florida.
13. Curry, D. C. (colored), Quincy, Florida.
14. McDade, T. J., Bonifay, Florida.
16. Key, T. J., Westville, Florida.
18. Bevis, Mrs. M. J., Bascom, Florida.
19. Jackson, J. A. (colored), Marianna, Florida.
20. Gilbert, D. G. (colored), Cottondale, Florida.
21. Pinkard, C. L. (colored), Cottondale, Florida.
22. Williams, Mrs. V. P., Leesburg, Florida.
23. Wester, J. H. (colored), Tallahassee, Florida.
25. McGriff, Mrs. R. A. (colored), Tallahassee, Florida.
26. Robinson, Mrs. H. T. (colored), Tallahassee, Florida.
27. Davis, J. Wesley (colored), Tallahassee, Florida.
29. Partridge, H. E., Monticello, Florida.
30. Bellinger, Miss Kate P., Waukeenah, Florida.
32. Gould, Mrs. Charlotte, Key West, Florida.
33. Dunn, Miss Mary, Key West, Florida.
34. Shavers, Miss Mildred (colored), Key West, Florida.

No.

35. English, Miss Julia (colored), Key West, Florida.
36. Grillon, Miss Laura, Key West, Florida.
37. Hayman, Miss Ella, Key West, Florida.
38. Messina, Miss Carrie, Key West, Florida.
39. McInnis, Miss Sarah Ann, Key West, Florida.
40. Cooper, F. E., Dade City, Florida.
41. Blackburn, W. H., Bowling Green, Florida.
42. McInnis, W. L., O'Brien, Florida.
43. Charles, L. L., Caryville, Florida.

STATE CERTIFICATE HOLDERS.

Information as to this certificate was given in this Chapter immediately preceding the sample questions used in the examination for State Certificates.

The following are the holders of this certificate, who are living, those being omitted whose certificates have expired or have been extended into Life State Certificates:

No.

153. Boyd, Miss Alice H., Woodville, Florida.
160. Gillis, S. D., Bristol, Florida.
163. Lee, Miss Minnifred, Gainesville, Florida.
165. Corr, Thomas R., Dade City, Florida.
166. Stephens, W. H., Apopka, Florida.
167. Greene, M. W., Tarpon Springs, Florida.
171. Highsmith, E. M., San Marcos, Texas.
172. Isaac, Albert L., Umatilla, Florida.
173. Miller, Miss Jessie P., Eden, Florida.
176. Rogers, Miss Mabel, Daytona, Florida.
177. Marks, H. Clay, Daytona, Florida.
178. Connor, A. B., Lake City, Florida.
179. Carnes, Charles N., High Springs, Florida.
180. Youngblood, Joseph A., Stuart, Florida.
181. Saunders, Miss Maude, DeFuniak Springs, Florida.
182. Strickland, Miss Alice, Millville, Florida.

- No.
183. Buchholz, F. W., Gainesville, Florida.
 194. Beardsley, Miss Adaline A., DeFuniak Springs, Florida.
 185. Bennett, Lawrence E., Bartow, Florida.
 186. Maynard, T. P., Mayo, Florida.
 187. Osteen, John A., Winter Garden, Florida.
 188. Schenck, Miss B. Birdina, Wauchula, Florida.
 189. Chapman, J. V., Bartow, Florida.
 190. Dawson, Miss Gamma, Wauchula, Florida.
 191. Davis, Miss Loula Farris, Greensboro, Florida.
 192. French, Roy L., Cocoa, Florida.
 193. Yent, Miss Sue, Apalachicola, Florida.
 194. Williams, George Hugh, Waldo, Florida.
 195. Norton, Miss Elizabeth, Dundee, Florida.
 196. Gillespie, Horace C., Fort Lauderdale, Florida.
 197. Miner, Miss Bessie, Orlando, Florida.
 198. Riley, Asa E., Perry, Florida.
 199. Smith, Miss Elizabeth C., Bartow, Florida.
 200. Gross, A. J., Avon Park, Florida.
 201. Morse, Miss C. Marguerite, Grant, Florida.
 202. Kensinger, Charles E., Winter Haven, Florida.
 203. Henderson, William N., Marianna, Florida.
 204. Pope, Brown, Madison, Florida.
 205. Morrison, Charles F., Dunnellon, Florida.
 206. Groom, Stewart B., Lakeland, Florida.
 207. Patton, Miss Allie, Lakeland, Florida.
 208. Mays, Miss Isabel S., Daytona, Florida.
 209. McCarty, Jr., E. E., Quitman, Florida.
 210. Kirton, Joseph S., Winter Garden, Florida.
 211. Dowling, Samuel S., Starke, Florida.
 212. Johnson, Sexton, DeFuniak Springs, Florida.
 213. Crowe, Frank C., Tampa, Florida.
 214. Shaver, D. B., Wauchula, Florida.
 215. Doke, Miss Lula A., Fort Meade, Florida.
 216. Davis, U. P., Alva, Florida.
 217. Coleman, C. W., Columbus, Georgia.

- No.
218. Perry, R. A. Madison, Florida.
 219. Lightsey, Miss Celia, Bowling Green, Florida.
 220. Smith, C. H., Arcadia, Florida.
 221. Nixon, Charles A., Ocoee, Florida.
 222. Beeson, Edward L., Williston, Florida.
 223. Durrell, Eldredge D., Bonifay, Florida.
 224. McDonald, Miss Clara R., Palatka, Florida.
 225. Jordan, Miss Eulah S., Bartow, Florida.
 226. Howell, Richard F., Ojus, Florida.
 227. Syfrett, Jesse M.
 228. Bradley, Miss Maybelle F., Lake Butler, Florida.
 229. McDonald, Miss Christian D., Argyle, Florida.
 230. Bickley, Charles E., Sebring, Florida.
 231. Perry, Jr., D. H., Green Cove Springs, Florida.
 232. Smith, W. O., Frostproof, Florida.
 233. McFerron, John D., Floral City, Florida.
 234. Durrance, F. Y., Lilly, Florida.
 235. Feagle, Joseph M., Citra, Florida.
 236. Gay, Walter W., Melbourne, Florida.
 237. Fisher, Charles M., Bradentown, Florida.
 238. McKay, Glenn E., Key West, Florida.
 239. Milton, Miss Bernice, Marianna, Florida.
 240. Grace, George J., Graceville, Florida.
 241. McCulley, Ernest, Punta Gorda, Florida.
 242. Kirton, Mrs. Laurie S., Winter Garden, Fla.
 243. Fletcher, Miss Lischer, Winter Haven, Florida.
 244. Covert, Alvin, Monticello, Florida.

LIFE STATE CERTIFICATE HOLDERS.

The law provides that State Certificate Holders who have taught successfully in a high school or college for eighteen months under a State Certificate, may be awarded Life State Certificates on proper endorsement by the Life State Certificate holders.

The following are the persons holding such certificates:

No.

1. Yocum, Dr. W. F., Tallahassee, Florida.
2. Guilliams, J. M. Jasper, Florida.
3. McBeath, Tom F., Columbus, Miss.
4. Himes, I. I., West Palm Beach, Florida.
5. Cawthon, W. S., Gainesville, Florida.
7. Watson, Mrs. Benella D., Walla Walla, Washington.
8. Ray, L. C., _____, Florida.
9. Leitner, Miss Almema, Kissimmee, Florida.
10. Varn, Josiah, Bradentown, Florida.
11. Compton, Mrs. Bessie B., Tallahassee, Florida.
12. Fulks, J. H. Center Hill, Florida.
13. Boone, J. L. Marianna, Florida.
14. Pasteur, Miss Miriam, Ft. Myers, Florida.
15. Rogers, Mrs. H. J., (nee Rose), DeFuniak Springs, Florida.
16. Okerlund, M. J. Zephyrhills, Florida.
18. Bennett, H. E. Williamsburg, Virginia.
19. Rogers, H. J. DeFuniak Springs, Florida.
21. Arnold, Mrs. Pauline P., Jacksonville, Florida.
22. Brevard, Miss Caroline M. Tallahassee, Florida.
24. Taylor, Miss Posey, Llyods, Florida.
25. Carpenter, Miss Hattie H., Miami, Florida.
26. Gillis, Miss Christine, DeFuniak Springs, Florida.
27. Russell, Dr. W. H., Fernandina, Florida.
28. Kibloe, Dr. W. E., St. Augustine, Florida.
29. Ferrell, H. A., _____.
30. Hathaway, F. A., Jacksonville, Florida.
31. Sheats, W. N., Tallahassee, Florida.
32. Wakefield, Homer E., Seabreeze, Florida.
33. Stephens, G. A., Jacksonville, Florida.
34. Rutherford, R. B., Jacksonville, Florida.
35. Bell, W. E., Punta Gorda, Florida.
36. Fertig, J. G., _____.
37. Fertig, Mrs. J. G., _____.
39. Fleet, Mrs. Mattie Van, Lake City, Florida.

No.

40. Evans, R. M. Kissimmee, Florida.
41. Sheldon, J. H., Ormond, Florida.
42. Keith, C. A., _____.
43. Hyde, E. M., Winter Park, Florida.
44. Workman, J. H., Miami, Florida.
45. Ousterhoudt, W. L., Key West, Florida.
46. McBeath, T. J., Green Cove Springs, Florida.
47. Huffaker, R. B., Bartow, Florida.
48. Wright, J. L., Daytona, Florida.
49. Ray, R. M., Tampa, Florida.
50. Geiger, M. P. Palatka, Florida.
51. Cate, W. B., Madison, Florida.
52. Barber, L. S., Tallahassee, Florida.
53. Corr, P. W., Webster, Florida.
54. Corr, Miss Alys May, Dade City, Florida.
55. Shaver, P. G., Arcadia, Florida.
56. Lynch, Geo. M., Arcadia, Florida.
57. Conradi, Dr. Edward, Tallahassee, Florida.
58. Griffin, Miss S. Donella, Jacksonville, Florida.
59. Riley, J. G. (Colored), Tallahassee, Florida.
61. Simmons, J. W. Orlando, Florida.
62. Perkins, N. J., Sanford, Florida.
63. Neal, M. L., Starke, Florida.
64. Culp, Theo. D., Eustis, Florida.
65. Blanchard, Miss Elizabeth, West Palm Beach,
Florida.
66. Clayton, Mrs. Frances, Apalachicola, Florida.
67. Venable, Miss Elizabeth, Jacksonville, Florida.
68. Crichlow, W. B. S., Palmetta, Florida.
69. Lane, B. B., Tallahassee, Florida.
70. McMullen, E. W., Quincy, Florida.
71. Bangs, Miss Sarah E., DeLand, Florida.
72. Macy, Dr. Edwin, E., Eau Gallie, Florida.
73. Riherd, Miss Mary, Lake Butler, Florida.
74. Keer, Miss Marian L., Dade City, Florida.
75. McGahey, Miss Lillian, Miami, Florida.

No.

76. Wilder, Gus, Arcadia, Florida.
77. Kirk, Thos. B., Tavares, Florida.
78. Weakley, Mss Nora, Gretna, Florida.
79. Smith, W. Wesley, Jacksonville, Florida.
80. Cook, David M., Tampa, Florida.
81. Fogg, Miss Gracie Dell, Apopka, Florida.
82. Smith, Miss Elsie V., Gaiesville, Florida.
83. Edwards, L. B., Live Oak, Florida.
84. Terrell, Glenn, Tallahassee, Florida.
85. Robinson, Ernest L., Tampa, Florida.
86. Bryant, M. M., Alachua, Florida.
87. Jones, W. A., Lawtey, Florida.
88. Cassels, W. H., Ocala, Florida.
89. Jones, W. B., Lake City, Florida.
90. Price, A. A., Callahan, Florida.
91. Hill, Miss Naomia F., Dade City, Florida.
92. Peter, Miss Ethel M., Leesburg, Florida.
93. Kennedy, Erskine W., Atlanta, Georgia.
94. Yarborough, T. W., Sarasota, Florida.
95. Davis, D. D., Miami, Florida.
96. Bozeman, Miss Sue C., Leesburg, Florida.
97. Hartsfield, Francis S., Tallahassee, Florida.
98. Stuart, Miss Annie B., Tampa, Florida.
99. Green, Miss Dorothy F., Tampa, Florida.
100. Felkel, Mrs. Herbert (nee Warren). Tallahassee, Florida.
101. Ralph, Miss Lillian B., Gainesville, Florida.
102. Baldwin, Mrs. Charlotte M., St. Petersburg, Florida.
103. Jones, Chas. M., Lakeland, Florida.
104. Lovell, R. L., Gretna, Florida.
105. Williams, John T., Chattanooga, Tennessee.
106. VanBrunt, R. W., Dade City, Florida.
107. Hancock, Miss Mattie, Archer, Florida.
108. Fender, E. F., Callahan, Florida.
109. Finney, Willis C., Zephyrhills, Florida.

- No.
110. Wallace, Miss Ellen S., New Smyrna, Florida.
 111. Warring, Miss Mary Belle, Morriston, Florida.
 112. Dorsey, R. M., Ft. Mead, Florida.
 113. Forester, Miss Mattie, Fort Mead, Florida.
 114. Padgett, Barney J., Oxford, Florida.
 115. Martin, Miss Della, Lloyd, Florida.
 116. Asbury, John W., Cocanut Grove, Florida.
 117. Shannon, Miss Sallie E., Tampa, Florida.
 118. O'Neal, Miss E. Gladys, Jensen, Florida.
 119. Henderson, W. N. Marianna, Florida.
 120. Kean, A. D., Milton, Florida.
 121. Cox, Carl S., Mulberry, Florida.
 122. Ingram, Miss Mary Helen, Punta Gorda, Florida.
 123. Sumner, Miss Ruth, Zephyrhills, Florida.
 124. Blanton, R. S., Live Oak, Florida.
 125. Sealey, R. M., Fort Myers, Florida.
 126. Pinholster, S. A., Jacksonville, Florida.
 127. Howard, Miss Ola E., Mulberry, Florida.
 128. Deen, Miss Carrie, Miami, Florida.
 129. Stokes, Wm. C., Delray, Florida.
 130. McDonald, Miss Annie M., Lynn Haven, Florida.
 131. McMullen, Miss Frances, Largo, Florida.
 132. Futch, Miss Cedora, Dade City, Florida.
 133. Grimm, J. J., Gainesville, Florida.
 134. Crawford, Miss Cora Belle, Winter Garden,
Florida.

SPECIAL CERTIFICATE HOLDERS.

The legal provisions for Special Certificates were fully explained along with the sample questions used in the examinations for this certificate.

The following is a complete roster of the holders of this certificate, those being omitted whose certificates have expired, or who have taken State or Life Certificates:

No.

69. Lester, W. A., (Rhetoric, English Literature, Geometry, Trigonometry, General History), Tallahassee, Florida.
70. Dush, Miss Willa M., (Shorthand, Bookkeeping), Miami, Florida.
71. Fetzen, H. D., (Algebra, Physical Geography), Tallahassee, Florida.
72. Gunter, Charles H., (Latin, German, French, Spanish), Tallahassee, Florida.
73. Forester, Miss Mattie, (Music), Ft. Meade, Florida.
74. Roberts, Miss Lurline, (General History), Key West, Florida.
75. Russell, M. E., (Latin), Key West, Florida.
76. Bernard, D. M., (Geometry, Trigonometry, Algebra), Jacksonville, Florida.
77. Farris, Miss Leila F. (Physical Geography, Algebra, Geometry), Punta Gorda, Florida.
78. Farrow, John F., (Physics, Chemistry, Botany), Lakeland, Florida.
79. Montgomery, Miss Anne B., (Latin, Algebra, Trigonometry, Geometry), Live Oak, Florida.
80. Hemenway, Thos. B., (Biology, Physics, Geometry, Algebra), West Palm Beach, Florida.
81. Nevin, Miss Bessie, (Domestic Science), West Palm Beach, Florida.
82. Hoyt, Mrs. Grace A. Smith, (Drawing, Music), West Palm Beach, Florida.
83. Ingraham, Miss Margaret McMurray, (English Literature, General History), West Palm Beach, Florida.
84. Story, Miss Belle M., (Domestic Science), Bradenton, Florida.
85. Brown, Miss Lila, (Rhetoric, English Literature), Miami, Florida.

No.

87. Cunningham, Miss Hester M., (German, Spanish),
St. Petersburg, Florida.
88. Murphy, J. B., (Algebra, Latin), Chipley, Florida.
89. Lucas, Miss Elizabeth, (Drawing), Tampa, Florida.
90. Jeffries, Miss Angelina W., (Rhetoric, Ancient His-
tory, English Literature), St. Petersburg, Flor-
ida.
92. Parker, Mrs. Omera Holloway, (Physics, German,
Geometry, Trigonometry, English Literature),
Carrabelle, Florida.
93. Beckwith, Miss Gladys, (General History), Miami,
Florida.
94. Hemenway, Thos. B., (Chemistry), West Palm
Beach, Florida.
95. Cate, W. A., (Physics), Madison, Florida.
97. Harris, Miss Pearl, (Latin), Orlando, Florida.
98. Thomas, W. R., (Latin), Miami, Florida.
99. Dewar, A. E., (Botany, General History), Largo,
Florida.
101. Wetzel, F. S., (Chemistry, Physics), Tampa, Flor-
ida.
102. Griffith, Miss Lillian G., (Latin), Tampa, Florida.
103. Schuyler, E. H., (Algebra, Geometry, General His-
tory, St. Petersburg, Fla.
106. Reece, J. I., (Geometry, Trigonometry, Physics,
Rhetoric, General History), Clearwater, Florida.
108. Whitaker, W. S., (General History), Punta Gorda,
Florida.
109. Crawford, Miss Estelle, (Latin), Quincy, Florida.
110. Loftin, Miss Josie, (Rhetoric, English Literature),
Pensacola, Florida.
111. Suter, Miss Maud, (General History, French), Pen-
sacola, Florida.
112. Oldham, Miss Grace E., (General History, French),
Quincy, Florida.

- No.
113. Caldwell, Miss Grace, (Latin), Dade City, Florida.
 115. Seacole, Miss Mabel, (Botany), Eustis, Florida.
 116. Sumner, Glenn, (Botany), St. Petersburg, Florida.
 117. Cribbett, Miss Fay, (Algebra, Geometry, Trigonometry), St. Petersburg, Fla.
 118. Lee, Miss Winnifred, (Botany, Zoology), Key West, Florida.
 120. Draper, S. A., (Geometry, Botany), Lake Butler, Florida.
 121. Russell, M. E., (Psychology, Latin), Key West, Florida.
 122. Granberry, J. A., (Psychology, General History, Latin), Arcadia, Florida.
 123. Peele, Miss Rennie, (Rhetoric, English Literature, Latin), Clearwater, Florida.
 125. Schaefer, Miss H. S., (French, Spanish, German), St. Petersburg, Florida.
 127. Pace, T. P., (Botany), Zoology, General History), Clearwater, Florida.
 128. Neate, E. W., (Manual Training), ———.
 129. Smith, S. A., (Rhetoric, English Literature), St. Petersburg, Florida.
 130. Van Anda, Miss Hattie C., (Latin), St. Petersburg, Florida.
 131. Rayle, Miss Madge, (Physics, Biology), Orlando, Florida.
 133. Mays, Mrs. D. H., (English Literature, General History), Madison, Florida.
 134. Rutland, Miss Johnnie W., (English Literature, Rhetoric), Tampa, Florida.
 135. Parish, Miss Ethel, (Music, Art Drawing), West Palm Beach, Florida.
 137. Cassidy, Miss Catherine, (Stenography), Miami, Florida.

- No.
139. Franklin, Miss Ida, (Rhetoric, English Literature), Gainesville, Florida.
 140. Greene, M. W., (Chemistry, German), Tarpon Springs, Florida.
 141. Kirkpatrick, Miss Marivine, (Psychology), Gainesville, Florida.
 142. Lander, C. H. (Botany, Zoology, Mechanical Drawing, Bench Work), ———.
 143. Martin, C. H., (Botany), Zephyrhills, Florida.
 148. Rickards, Jas. S., (General History), Ft. Lauderdale, Florida.
 151. Turner, J. C., (Bookkeeping), Miami, Florida.
 152. Weimer, P. E., (Chemistry), Ft. Lauderdale, Florida.
 155. Allen, Miss Elizabeth, (Manual Training, Bench Work), St. Petersburg, Florida.
 156. Young, J. W., (Rhetoric, English Literature, Psychology), High Springs, Florida.
 161. Parkinson, Miss Elizabeth, (Domestic Science), St. Petersburg, Florida.
 163. Mitchell, Miss Lucille Stanley, (Algebra, Physical Geography, General History, Domestic Science), Jacksonville, Florida.
 164. Crawford, Miss Genevieve, (Domestic Science), Tallahassee, Florida.
 166. Snider, Miss Lola Matilda, (Domestic Science), Havana, Florida.
 167. Sheddan, L. McLin, (English Literature, General History), DeLand, Florida.
 168. Sheppard, Miss Mary M., (Trigonometry, Rhetoric), Old Town, Florida.
 170. Keen, W. E., (Commercial Arithmetic, Bookkeeping), West Palm Beach, Florida.
 171. Barron, Mrs. Maud T., (Zoology, Rhetoric, General History), DeLand, Florida.

- No.
172. Willatowski, Miss Lydia A., (Drawing), DeLand, Florida.
 173. Scott, Miss Katherine L., (Rhetoric, English Literature, General History), Ocala, Florida.
 176. Main, Miss Cora L., (Latin), Conewango Valley, New York.
 177. Guild, Miss Clara L., (Latin), Winter Park, Florida.
 178. Glenn, Miss Blanche, (Domestic Science), Lynchburg, Virginia.
 179. Parlin, Miss Alma B., (Domestic Science), Apalachicola, Florida.
 181. Otwell, Miss Ruth H., (Domestic Science), Jacksonville, Florida.
 182. Dale, Miss Ella A., (Latin), Orlando, Florida.
 183. Selter, Miss Alberta, (Domestic Science), DeLand, Florida.
 184. Patterson, Miss Corinne L., (Domestic Science), Lakeland, Florida.
 185. Martin, Miss Katherine, (Domestic Science), Panama Park, Florida.
 186. Brown, Miss Martha E., (Rhetoric, English Literature), Daytona, Florida.
 187. Chapman, Miss Anna Laura, (Domestic Science), Jacksonville, Florida.
 188. Graham, Miss Ruth E., (Physical Geography, Rhetoric, English Literature, Latin), Angelica, New York.
 189. Posey, Mrs. Florine D., (Music), Tampa, Florida.
 190. DeLaney, Miss Eunice, (Geometry), Bookkeeping), Orlando, Florida.
 191. Haseltine, Hubert A., (Trigonometry), Bartow, Florida.
 194. Draper, S. A., (Trigonometry, Rhetoric), Lake Butler, Florida.

- No.
195. Vernaelde, Henri Charles, (Rhetoric), Pablo Beach, Florida.
 196. Marks, Miss Miriam C., (Rhetoric, English Literature, General History), Apalachicola, Florida.
 198. Riley, Roy R., (Trigonometry), Gainesville, Florida.
 199. Ray, Miss Mary E., (Rhetoric, English Literature), Orlando, Florida.
 200. Carn, Miss Etta L., (Domestic Science), Chatahoochee, Florida.
 201. Woodberry, Miss Mary Eunice, (Rhetoric, English Literature), Chaires, Florida.
 203. Bellamy, Miss Pearl M., (Botany, Rhetoric, General History, Latin), Eustis, Florida.
 205. Bellows, Miss Annie C., (English Literature, General History), Orlando, Florida.
 206. Fisher, Chas. M., (Spanish), Key West, Florida.
 207. Ballard, Miss Eva, (Rhetoric, English Literature, General History), Ft. Meyers, Florida.
 208. McKenzie, Miss Margaret Estelle, (Botany, General History), Palatka, Florida.
 209. Law, Miss Ada Cooper, (Rhetoric), Brooksville, Florida.
 210. Howard, Julian C., (Chemistry), Bradentown, Florida.
 213. Buttet, Miss Elsa, (German), Jacksonville, Florida.
 217. Chapman, Miss Mattie P., (Latin), Plymouth, Florida.
 218. Baumgartner, Miss Irene, (Trigonometry), Brunswick, Georgia.
 219. Lucal, Miss Kathryn W., (Domestic Science), Miami, Florida.
 220. Tucker, Mrs. L. L., (Rhetoric, English Literature, Latin), Delray, Florida.

- No.
221. Lander, Mrs. Maud L., (Zoology, Domestic Science),
 _____.
222. Gladwin, Miss Susan T., (Geometry, Zoology,
 Rhetoric, General History), Titusville, Florida.
224. Apthorp, Miss Emma M., (Domestic Science), Tal-
 lahassee, Florida.
225. Davis, Miss Fenton G., (General History, Latin),
 Tallahassee, Florida.
226. Smith, Miss Elsie V., (Spanish), Gainesville,
 Florida.
227. Orr, Jas. L. (Physical Geography, Botany), Ft.
 Myers, Florida.
230. Harrell, Ira M., (Botany), Socrum, Florida.
231. Neate, E. W., (Geometry, Trigonometry, Physics),
 Tarpon Springs, Florida.
232. Carlton, Wilbur A., (Latin), Arcadia, Florida.
236. Ledbetter, Miss Clara B., (General History), Kis-
 simmee, Florida.
238. Barrett, Miss Mary B., (Rhetoric, English Litera-
 ture, Psychology, General History, Latin), Mill-
 ville, Florida.
239. Tomlinson, Miss May, (Rhetoric, English Litera-
 ture), Lakeland, Florida.
240. Clyde, Mrs. J. R., (Physics, Rhetoric, English Lit-
 erature, Domestic Science), Panama City,
 Florida.
241. Lightner, Miss Jean, (Rhetoric, English Litera-
 ture), Delray, Florida.
242. Walker, Miss Flora A., (Botany, Zoology, General
 History), Sanford, Florida.
243. Davis, Miss Bertha V., (Algebra), Wabasso,
 Florida.
245. Teeter, Miss Lottie E., (Botany, Rhetoric), Haw-
 thorn, Florida.
246. Sparkman, W. Carey, (General History), Palmetto,
 Florida.

- No.
250. Fickling, Miss Tweedie, (Rhetoric, Domestic Science), Stuart, Florida.
 253. Caplinger, Miss Kate M., (Latin), Jacksonville, Florida.
 254. Groves, Miss Minnie, (General History), Orlando, Florida.
 255. Harwell, Miss Jean McG., (Domestic Science), Jacksonville, Florida.
 256. Clemont, Miss Josie, (General History, Bartow, Florida.
 257. Ezell, B. F., (Botany, Rhetoric, General History), Sanford, Florida.
 258. Reece, J. I., (Rhetoric, Psychology), Clearwater, Florida.
 259. Williamson, Miss Dorothy D., (Geometry, Trigonometry, Botany, Physics), Clearwater, Florida.
 260. Hodge, Miss Bertha, (Rhetoric, General History), Live Oak, Florida.
 262. Huff, Miss Geneva E., (Domestic Science), Soudan, Virginia.
 263. Gray, Miss Elizabeth M., (Rhetoric, English Literature, Latin), Arcadia, Florida.
 264. Morse, Miss Lois C., (Rhetoric, English Literature, General History, Spanish), Melbourne, Florida.
 265. Hosford, Robert L., (Physics), Hosford, Florida.
 266. Bingham, Miss Florence Esther, (English Literature), Daytona, Florida.
 267. Cunningham, Miss Adelaide, (Latin), Daytona, Florida.
 268. Zella, Jos. W., (Physics), Jacksonville, Florida.
 269. Spence, Edward R., (Geometry), Lakeland, Florida.
 270. Smith, Frank, (Rhetoric, English Literature, General History), Clearwater, Florida.
 271. Buckham, Harold K., (Manual Training), Clearwater, Florida.

- No.
272. Young, Miss Ina Eclecta, (Latin), St. Petersburg, Florida.
 273. Miller, E. H., (General History), McIntosh, Florida.
 274. Hubbell, Miss Julia B., (Rhetoric, General History), Bradentown, Florida.
 276. Tuttle, Arthur B., (Chemistry), Jacksonville, Florida.
 279. Yoder, Paul P., (Algebra, Geometry), ———.
 281. Sayers, Ephriam V., (General History), Largo, Florida.
 282. Park, Miss Mary E., (Rhetoric, English Literature), Miami, Florida.
 283. Rosell, W. Frank, (Physics, Chemistry), St. Petersburg, Florida.
 284. Wilkinson, Miss Maude L., (Rhetoric, English Literature, Psychology), Wauchula, Florida.
 285. Nelson, Miss Laura A., (Rhetoric), Tarpon Springs, Florida.
 287. Moffitt, Miss Edith E., (Rhetoric), Homestead, Florida.
 288. Landers, Chas. J., (Bookkeeping), Miami, Florida.
 289. Matney, Argus J., (Latin), St. Augustine, Florida.
 290. Abernathy, Thos. M., (Latin, French), Ocala, Florida.
 291. Parker, Chas. M., (Trigonometry), St. Petersburg, Florida.
 292. Dickie, Miss Mary Louise, (Domestic Science), Clearwater, Florida.
 293. Heeter, Elmer E., (Chemistry), Clearwater, Florida.
 294. McAlhany, Thos. D., (Physics, Manual Training), Wauchula, Florida.
 296. Sleight, Geo. N., (Latin), St. Petersburg, Florida.
 297. Crosland, Miss Mary W., (Domestic Science), Miami, Florida.
 298. Gingrich, Irving, (Music), Miami, Florida.

- No.
299. Lindsey, Tasso T., (Manual Training), West Palm Beach, Florida.
 300. Boutelle, Mrs. Madge, W., (English Literature, Latin), Bradentown, Florida.
 302. Hoyt, Miss Elsie P., (German), Clearwater, Florida.
 303. Smith, Mrs. Flora E., (Geometry), Punta Gorda, Florida.
 305. Sparkman, Miss Maude, (General History, Spanish), Palmetto, Florida.
 307. Winn, Miss Sara Agnes, (Latin), Dunnellon, Florida.
 308. Carter, Miss Jeanette E., (French, Spanish), Sutherland, Florida.
 309. Aaron, Miss Anne, (Latin), Plant City, Florida.
 310. Lee, Mrs. Laura, (Rhetoric, English Literature), St. Cloud, Florida.
 311. Cash, W. T., (Rhetoric, General History), Perry, Florida.
 312. Tomlin, Mrs. Mary L., (Rhetoric, English Literature), Plant City, Florida.
 313. Snell, Miss Sarah Lois, (Geometry), Plant City, Florida.
 314. Johnson, Miss Rowena P., (Physical Geography, English Literature), Tallahassee, Florida.
 315. Bradford, Mrs. Lula B., (Rhetoric, English Literature), Tampa, Florida.
 316. Little, Winston W., (Geometry), Arcadia, Florida.
 317. Mixon, Fletcher B., (Bookkeeper), St. Augustine, Florida.
 318. Moore, D. H., (Rhetoric, Bookkeeping), Wauchula, Florida.
 319. Christ, Frank J., (Manual Training), Tampa, Florida.
 320. Webb, Robt. F., (Trigonometry, Physics, Rhetoric, English Literature), Kissimmee, Florida.

No.

321. Lucas, Miss Meda F., (Rhetoric, English Literature), Daytona, Florida.
322. Rowe, Miss Ethel Inez, (Music), West Palm Beach, Florida.
323. Smith, H. J., (Geometry, Trigonometry), Cleveland, Florida.
326. Caldwell, Miss Hattie, (General History), Dade City, Florida.
328. Hill, John L., (English Literature, General History), Greenville, Florida.
329. Marks, George, (Trigonometry), Daytona, Florida.
330. Condor, Miss Nevelle, (Domestic Science), Arcadia, Florida.
332. Stokes, Miss Essie Jeanette, (Rhetoric, English Literature), New Smyrna, Florida.
334. Johnson, Miss Notre M., (Rhetoric, English Literature), Starke, Florida.
335. Borger, Miss Georgia, (Botany, Zoology), Lake City, Florida.
336. Foster, Miss Gertrude, (Algebra), Tampa, Florida.
337. Franklin, Miss Mae, (Latin), Jacksonville, Florida.
338. Clement, Miss Josie, (Botany, Rhetoric, English Literature, Latin), Bartow, Florida.
339. Whitmire, Miss Lizzie Clyde, (Botany, Zoology, Rhetoric, English Literature), Milton, Florida.
340. Ireland, Miss Edna, (German, Home Economics), Myers, Florida.
341. Coffin, Miss Birdie Louise, (Home Economics), Palm City, Florida.
342. Smith, Mrs. Flora E., (Geometry, Trigonometry, Rhetoric, English Literature), Gainesville, Florida.
343. Smith, Eston W., (Trigonometry, Zoology, Rhetoric, English Literature, Physical Geography), Gainesville, Florida.

No.

346. Chapman, Miss Mattie P., (Botany), Rhetoric, English Literature, Psychology, General History), Plymouth, Florida,
347. Bassett, Mrs. Elva M., (Botany, Zoology), Holder, Florida.
348. Dondell, Miss Nannie N., (Home Economics), Wimauma, Florida.
351. Terry, Mrs. Helen M., (Rhetoric, General History), Lakeland, Florida.
352. Spence, E. R., (Algebra, Latin), Lakeland, Florida.
354. George, J. H., (Botany, Rhetoric), Mayo, Florida.
357. Salter, Miss Kathryn C., (Botany, Rhetoric), Gainesville, Florida.
359. Maloney, Marciel M., (negro) (Home Economics) Clearwater, Florida.
360. Gibson, T. B., (Rhetoric), Apalachicola, Florida.
361. Gibson, Miss Mary Ellen, (Rhetoric), Apalachicola, Florida.
363. Warren, Miss Winnie, (Home Economics), De Funiak Springs, Florida.
367. Ramsey, Miss Frances, (Rhetoric), Apalachicola, Florida.
368. Campbell, C. G., (Latin), Waldo, Florida.
369. Cooper, Miss Sadie Lucile, (Home Economics), Tallahassee, Florida.
370. Godbey, Miss Lena D., (Botany, General History), Waldo, Florida.
372. Moore, Miss Annie Elizabeth, (General History), Green Cove Springs.
373. Winn, Miss Sarah Agnes, (English Literature, General History), Delray, Florida.
374. Wilson, Guy H., (Botany, Agriculture), Lakeland, Florida.
375. Fryer, Miss Lude S., (Home Economics), Sumatra, Florida.
376. Dickinson, Miss Irene A., (Rhetoric, English Literature, Music), St. Petersburg, Florida.

No.

377. Huffman, Samuel D., (Geometry, Botany, Zoology, Rhetoric, General History), Ft. Ogden.
378. Key, Miss Jessie F., (Home Economics), St. Petersburg, Florida.
379. Wilkinson, Miss Mary, (Home Economics), St. Petersburg, Florida.
381. Morrell, Clarence B., (Rhetoric, General History), Valrico, Florida.
382. Connor, Mrs. Annie S., (English Literature, Latin), Inverness, Florida.
383. Whetstone, D. M., (Bookkeeping), Eau Gallie, Florida.
386. McQuarrie, Miss Nellie, (Domestic Science, Domestic Art), Gainesville, Florida.
387. Harn, Miss Julia E., (Rhetoric, English Literature), Williston, Florida.
388. Freeman, Henry E., (Physics, Chemistry), Plant City, Florida.
389. Johns, H. L., (Botany, Rhetoric), Mt. Dora, Florida.
390. Jackson, Miss Mary E., (Home Economics), Lakeland, Florida.
391. Williams, Miss Gertrude E., (Rhetoric), Hallandale, Florida.
394. Stebbins, Miss Mary H., (Botany, General History, Music), Ft. Meade, Florida.
395. Hawley, Miss Mary A., (Rhetoric, English Literature), Bradentown, Florida.
396. Fly, E. W., (Latin), Zellwood, Florida.
397. Frederick, B. D., (Bookkeeping), Winter Garden, Florida.
399. Sears, Miss Mary E., (Rhetoric, English Literature, General History), Miami, Florida.
400. Gladwin, Miss Susan T., (Trigonometry, English Literature), Titusville, Florida.

- No.
401. Stevens, Miss Howard D., (Trigonometry, Rhetoric), Bartow, Florida.
 403. Wentworth, Alton H., (Rhetoric), Perry, Florida.
 404. McLaughlin, Miss Mary, (English Literature), Palatka, Florida.
 406. Percival, Miss Nina I., (Geometry, Trigonometry, Zoology), Zephyrhills, Florida.
 407. Bars, Miss Emma, (Home Economics), Leesburg, Florida.
 409. Durrance, A. Marion, (Rhetoric), Homeland, Florida.
 410. Hill, Ruth L., (negro), (Domestic Art), Miami, Florida.
 411. Watson, Miss Fannie A., (Geometry, Rhetoric), Plant City, Florida.
 412. Stiles, Miss Lenabelle, (Latin), Peru, Indiana.
 413. Hornaday, W. O., (Rhetoric), Jennings, Florida.
 414. Chandler, Miss Emma, (Drawing, Domestic Art), Pensacola, Florida.
 415. McKenzie, Miss Estelle M., (Rhetoric), Palatka, Florida.
 416. Altman, Robt. D., (Geometry, Trigonometry), Lake Helen, Florida.
 418. Hodges, Miss Bertha F., (Botany, Zoology), Jacksonville, Florida.
 419. Youngblood, Mrs. Joe A., (Botany, Zoology, Rhetoric, English Literature, Psychology, Latin), Stuart, Florida.
 421. Haseltin Hubert A., (General History), Alturas, Florida.
 422. Kahl, Miss Alice May, (Junior Latin), Homestead, Florida.
 423. Orr, Jas. L., (General History), Fort Myers, Florida.
 424. Harrell, Ira M., (Rhetoric), Pierce, Florida.

- No.
425. Keith, Roscoe C., (Zoology, Rhetoric, General History), Gretna, Florida.
 426. McDavid, Miss Jimmie, (Botany, Rhetoric), Havana, Florida.
 427. Walter, Miss Marie, (Domestic Art), Clearwater, Florida.
 428. Mattingly, B. H., (Bookkeeping, Stenography), Tallahassee, Florida.
 429. Trexler, Duke C., (Botany, Zoology, Physics, Rhetoric), Lakeland, Florida.
 430. Crone, Miss Alice M., (Rhetoric, English Literature), Tampa, Florida.
 431. Pinkerton, B. J., (Junior Latin), Ormond, Florida.
 432. Groman, Miss Mildred F., (Domestic Science), Ocala, Florida.
 433. Stanley, F. J., (Bookkeeping, Stenography), Orlando, Florida.
 435. Starlings, A. Knox, (Trigonometry, Zoology, Physics, Rhetoric, General History), Annapolis, Maryland.
 436. Hall, Mrs. Hugh P., (Rhetoric), Archer, Florida.
 437. Watkins, John E., (Psychology, Spanish), Titusville, Florida.
 439. Shaw, Hubert deG., (Trigonometry, Physics, Chemistry, Spanish, German), Gainesville, Florida.
 440. Stewart, Miss Nellie E., (Domestic Sciences), Tarpon Springs, Florida.
 441. Bryan, J. Shepard, (Rhetoric), Greensboro, Florida.
 442. Robinson, Miss Anna Belle, (Domestic Science, Domestic Art), St. Petersburg, Florida.
 443. Segner, Miss M. Estelle, (Music), Miami, Florida.
 444. Merritt, Miss Mary B., (Rhetoric, English Literature), Miami, Florida.
 445. Lovell, Mrs. Annis B., (General History, French), Lakeland, Florida.

- No.
446. Connor, Miss Mary C., (Music), Oklawaha, Florida.
 447. Neel, W. H., (Botany, Zoology), Grand Ridge, Florida.
 448. Taylor, Miss Mary E., (Art Drawing), Miami, Florida.
 449. Tidball, Miss Susan, (Rhetoric, English Literature), Ocala, Florida.
 450. Rickards, Jas. S., (English Literature), Ft. Lauderdale, Florida.
 451. Lawrence, Miss Barbara, (Junior Latin, Domestic Science, Domestic Art), Lemon City, Florida.
 452. Fry, Miss Amy L., (Geometry), Bradentown, Florida.
 453. Burrows, Miss Grace M., (Geometry, General History), Brooksville, Florida.
 454. Groom, C. L., (General History), Lily, Florida.
 455. Bartlett, Miss Lois, (Domestic Science), Bradentown, Florida.
 456. Padgett, Miss Ina, (Domestic Science), Palmetto, Florida.
 457. Switzer, Wesley L., (Botany, Chemistry), Bartow, Florida.
 458. Moore, D. H., (English Literature), Wauchula, Florida.
 459. McBrien, Rufus O., (Manual Training), Miami, Florida.
 460. Barns, Miss Florence E., (Rhetoric, English Literature), DeLand, Florida.
 461. Groom, J. Leonard, (Biology), Lakeland, Florida.
 462. Bryan, Miss Christine M., (Rhetoric, English Literature, Latin), Quincy, Florida.
 463. Hinson, M. R., (Botany, Zoology, General History), Bluff Springs, Florida.
 464. Bratzel, Ernest, (German), Fort Lauderdale, Florida.

No.

465. Jonakin, Seisel N., (French, Spanish, German), Miami, Florida.
466. Dillingham, Miss Mary W., (General History, Latin), St. Petersburg, Florida.
467. Evans, Miss J. Beatrice, (Rhetoric, English Literature), St. Petersburg, Florida.
468. Ford, W. W., (Manual Training, Mechanical Drawing), Cocoanut Grove, Florida.
470. Meighen, Miss Marjorie, (Domestic Science, Domestic Art), Dade City, Florida.
471. Barber, Mrs. Annie B., (General History, Tallahassee, Florida.
472. Little, Winston W., (Trigonometry, Physics, Chemistry), Arcadia, Florida.
474. Hatch, Arthur L., (Rhetoric, English Literature, General History, Latin), Oviedo, Florida.
475. Cushman, Miss Lucy C., (Domestic Science, Domestic Art), Miami, Florida.
476. Bucher, E. G., (Algebra, Physics, Chemistry), St. Petersburg, Florida.
477. Woodward, S. L., (Geometry, Rhetoric), Plant City, Florida.
478. Hatch, Frederick B., (Trigonometry), Lakeland, Florida.
479. Cash, W. T., (Psychology), Perry Florida.
480. Cawthon, Mrs. Anne W., (Geometry, Trigonometry), Gainesville, Florida.
481. Dickinson, Miss Irene A., (French). Bartow, Florida.
483. Gee, Clough Farrar, (Manual Training), DeLand, Florida.
484. Hamblen, Miss Evelyn, (Latin), St. Augustine, Florida.
485. Hastings, W. W., (Geometry), Wimauma, Florida.
486. Ingrom, Miss Mary Helen, (Spanish), Punta Gorda, Florida.

- No.
487. Jackson, Andrew E., (Rhetoric, General History),
Fenholloway, Florida.
 488. Kinard, Miss Jessie Mae, (Rhetoric), Umatilla,
Florida.
 491. Enlow, E. R., (Chemistry, German), Orlando,
Florida.
 492. Lockey, Mrs. Xuripha, (Rhetoric, General His-
tory), Chipley, Florida.
 493. Long, Chas. M., (Rhetoric, English Literature,
Latin), Charlottesville, Virginia.
 494. McConnell, Miss Mildred Louise, (English Litera-
ture), St. Augustine, Florida.
 495. McCulley, Ernest, (Bookkeeping, Shorthand),
Zolfo, Florida.
 496. Miller, Miss Audrey, (Pennmanship), Tampa,
Florida.
 497. Miller, Chandler E., (Bookkeeping), Fort Pierce,
Florida.
 498. Mills, Mrs. Mary P., (Music), Plant City Florida.
 499. Robertson, Miss Grace D., (General History,
Latin), Dunnellon, Florida.
 500. Switzer, Wesley L., (Zoology), Bartow, Florida.
 501. Webb, Robt. Fulton, (Spanish), Tampa, Florida.
 502. Witter, Miss Jennie Belle, (Latin), Tampa,
Florida.
 504. Maynard, T. P., (Bookkeeping), Mayo, Florida.
 505. Farrow, J. Frank, (Agriculture, Fort Myers,
Florida.
 506. Clawson, Mrs. H. J., (Geometry, Chemistry),
Boynton, Florida.
 507. Davison, Miss Esther, (Rhetoric), Woodrow,
Florida.
 508. Faulk, Miss Leola O., (Rhetoric), Jacksonville,
Florida.
 509. Keen, Mrs. Etta L., (Stenography), West Palm
Beach, Florida.

No.

510. Evans, Miss Ethel H., (Domestic Science, Domestic Art), Thomasville, Georgia.
511. Henderson, Miss Ollie G., (Domestic Science, Domestic Art), Monticello, Florida.
512. Willatowski, Miss Lydia A., (Music), DeLand Florida.
514. Manning, Miss Ella Lee, (Botany, Zoology, Rhetoric, English Literature), Tallahassee, Florida
516. Priest, Mrs. Jessie N., (Botany, Rhetoric, Psychology, Latin), Crystal Springs, Florida.
518. Riley, Roy R., (Geometry, Agriculture), St. Cloud, Florida.
519. Howell, Richard F., (Rhetoric, General History), Gainesville, Florida.
522. Metcalf, Harry G., (General History), Maxville, Florida. †
523. Wilson, Miss Ana D., (Domestic Art), Winter Haven, Florida.
524. Nelson, Miss May M., (Latin), Tampa, Florida.
525. Brown, Miss Harriet F., (Geometry, Rhetoric), Bartow, Florida.
526. Gault, B. H., (Botany, Zoology, Rhetoric, English Literature, Psychology, General History, Latin), Nocatee, Florida.
527. Golden, Miss Bessie, (Rhetoric, English Literature, General History), Live Oak, Florida.
528. Cole, Miss May, (Geometry, Rhetoric, Psychology), Zolfo, Florida.
529. Gamble, Miss Jane, (French), Tallahassee, Florida.
530. Percival, Miss Nina I., (Zoology, Physics), Dade City, Florida.
532. Priest, Mrs. Jessie N., (Geometry, Zoology, English Literature, General History), Zephyrhills, Florida.
533. Archer, Miss Marguerite E., (Geometry), Key West, Florida.

- No.
534. Bryan, Miss Helen D., (Rhetoric), Greenwood, Florida.
 535. Clyatt, T. J., (Rhetoric, Psychology), Berlin, Florida.
 536. Wallis, Miss Thedasia O., (Domestic Science, Domestic Art), Ocala, Florida.
 537. Dew, Miss L. Bernice, (General History), Alachua, Florida.
 538. Taulbee, Miss Maggie D., (Geometry, Trigonometry, Rhetoric, English Literature), Pensacola, Florida.
 539. Graham, T. Watson, (Botany, Zoology, Rhetoric), Martel, Florida.
 541. Herlong, Miss Myra V., (Zoology, Rhetoric), Lake City, Florida.
 542. Ritter, Mrs. Angela, (Latin, Music), Key West, Florida.
 543. Clinkenbeard, Mrs. Genevieve V., (Music, Art Drawing), Miami, Florida.
 544. Coker, Miss Helen, (Geometry, Trigonometry, Botany, Zoology, Physics, Rhetoric, Psychology), Jasper, Florida.
 545. Pederson, Neils, (Manual Training), Tampa, Florida.
 546. Stribling, Miss Grace A., (Domestic Science, Domestic Art), Arcadia, Florida.
 547. Cates, Miss Blondza B., (Geometry, Chemistry, Biology), Tallahassee, Florida.
 548. Bovay, Claude C., (Botany, Rhetoric, Bookkeeping), Gardner, Florida.
 549. Stokes, Miss Essie, (Botany, Rhetoric, Psychology), Alachua, Florida.
 550. McWherter, Miss Merle, (Botany), Inverness, Florida.

No.

551. Boyd, Miss Carrie Benie, (Rhetoric, English Literature, Psychology, General History), Chipley, Florida.
552. Daniell, Miss Lola Lee, (Spanish, Music), Pensacola, Florida.
553. Stout, Alex M., (Botany), Sebring, Florida.
554. McKnight, Eury M., (Geometry, Botany, Zoology, Rhetoric), Madison, Florida.
555. Donaldson, Malcolm G., (Rhetoric, Biology), Ft. Ogden, Florida.
556. Harris, Miss Nannie D., (Rhetoric, English Literature), Winter Park, Florida.
557. Warner, Mrs. Beulah M., (Psychology, History of Education, Pedagogy), Jacksonville, Florida.
558. Wicker, Miss Jewel, (Rhetoric, Psychology, Latin), Coleman, Florida.
559. Gresham R., (Botany, Zoology, Physics, Chemistry), Lakeland, Florida.
560. McDonald, Miss Mabel E., (English Literature), Gainesville, Florida.
561. Wardroper, John H., (Botany, Zoology, Rhetoric), Newberry, Florida.
562. Crain, Edward H., (English Literature), High Springs, Florida.
563. Hodge, R. Randolph, (Botany, Zoology, General History), Fort Pierce, Florida.
564. Brooks, Coleman A., (Geometry, Botany, Zoology, General History, Junior Latin), White Springs, Florida.
565. Brown, Miss Sallie, (Latin), Dade City, Florida.
566. Petty, Miss Olive M., (Music), Tampa, Florida.
567. Bowers, Roy B., (Physics, Rhetoric, English Literature, Psychology), Eustis, Florida.
568. Morrow, Albert R., (Rhetoric), Madison, Florida.
569. Davis, Miss Belle, (English, Literature), Greensboro, Florida.

No.

570. Clyburn, Miss Nellie B., (General History), Summerfield, Florida.
571. Metcalf, Harry G., (Rhetoric, English Literature), Mayport, Florida.
572. Durrance, Oscar L., (Geometry, Botany, Rhetoric), Gainesville, Florida.
573. Bishop, W. B., (Rhetoric), Aucilla, Florida.
574. Daniel, Miss Bertha, (Geometry, Trigonometry, English Literature, Psychology, General History, Latin), Chipley, Florida.
576. Wilder, Miss Margaret G., (Trigonometry), St. Petersburg, Florida.
577. Sheppard, Miss Annie L., (Rhetoric), Eustis, Florida.
578. Williams, R. O., (Bookkeeping), Lake City, Florida.
579. Mires, Jno. L., (Zoology), Alachua, Florida.
580. Matthews, Vassa C., (Rhetoric), Zephyrhills, Florida.
581. Haseltine, H. A., (Geometry, Trigonometry), Alturas, Florida.
582. Elder, Miss Ina C., (Geometry, Latin), Fellsmere, Florida.
583. Burns, Pius E., (Rhetoric, English Literature, General History, Psychology), Jasper, Florida.
584. Chambers, H. P., (Botany, Zoology, Rhetoric), Lake City, Florida.
585. Richardson, Mrs. Ruby G., (Bookkeeping, Tallahassee, Florida).
586. George, J. H., (Botany, Zoology, Physics, Rhetoric, General History), Mayo, Florida.
587. Munroe, Miss Ana Helen, (Domestic Science, Domestic Art, Tampa, Florida).
588. Nash, Miss Mary W., (Botany, Zoology, Rhetoric, English Literature, Psychology, General History), Hawthorn, Florida.

- No.
589. Campbell, Christopher G., (Zoology, Physics, Waldo, Florida.
 590. Caldwell, Miss Hattie, (English Literature, Latin), Danville, Kentucky.
 591. Faulk, Miss Leola O., (English Literature, General History), Jacksonville, Florida.
 592. Johnson, Miss Zola Inez, (Rhetoric), Freeport, Florida.
 593. Altman, Robt., D., (Physics), Lake Helen, Florida.
 594. Ross, Miss Miriam C., (Trigonometry, Rhetoric, General History), Greer, Florida.
 595. Crumly, Chas. W., (Geometry, Botany, Zoology, Physics, Chemistry, Rhetoric), Fort Myers, Florida.
 596. Hosford, Robt. L., (Rhetoric, Latin), Hosford, Florida.
 597. Mann, Mrs. Edna D., (Music), Palatka, Florida.
 598. Boyle, Miss Mary Vic, (Trigonometry), DeFuniak Springs, Florida.
 599. Laffitte, Miss Elsie N., (Botany, Zoology, General History), Mulberry, Florida.
 600. McKenzie, Miss Estelle, (Zoology), Palatka, Florida.
 601. Hinson, M. R., (Geometry, Botany, Rhetoric), Hosford, Florida.
 602. Nash, Miss Emily, (Geometry, Trigonometry, Botany, Rhetoric, English Literature, Zoology), Hawthorn, Florida.
 603. Beach, Miss Mary J., (Bookkeeping), Grand Island, Florida.
 604. Purdue, Miss Florence E., (Botany, General History), Apalachicola, Florida.
 605. Smith, Hilary H., (Rhetoric, General History, Glenwood, Florida.

- No.
606. Norris, Mrs. Olive, (Rhetoric, English Literature), Fort Meade, Florida.
 607. Aylesworth, Miss Marie, (Rhetoric), Boyton, Florida.
 608. Johnson, Arthur F., (Botany, Zoology, Rhetoric, General History), Madison, Florida.
 609. McInnis, Sam W., (Geometry, Botany, Zoology, Rhetoric), Madison, Florida.
 610. Ross, Miss Alberta K., (General History), Largo, Florida.
 611. Graves, F. D., (Geometry), Leesburg, Florida.
 612. Bush, Coleman H., (Bookkeeping, Shorthand), Jacksonville, Florida.
 613. Babcock, Miss Doris A., (Domestic Science, Domestic Art), Clearwater, Florida.
 614. Scheie, Lief Ericson, (Rhetoric, General History), Clermont, Florida.
 615. Kards, T. H., (Bench Work), Arcadia, Florida.
 616. Frazier, Perry G., (Manual Training), Clearwater, Florida.
 617. Gordon, Miss Ammonette, (Rhetoric, Latin), De Land, Florida.
 618. Hathaway, J. J., (Psychology, History of Education, Theory and Practice), Bonifay, Florida.
 619. Curtis, John R., (Geometry, Trigonometry, Physics, Chemistry, Biology), West Palm Beach, Florida.
 620. Robbins, Miss Ruth, (Rhetoric, English Literature, General History), West Palm Beach, Florida.
 621. Weldon, Miss Nell, (Rhetoric, English Literature), Sarasota, Florida.
 622. Evans, Miss Rachel T., (Latin), St. Petersburg, Florida.
 623. Rigg, Miss Mary, (Domestic Science), West Palm Beach, Florida.
 624. Walker, Miss Anita J., (Rhetoric), Tarpon Springs, Florida.

- No.
625. Clawson, Mrs. E. R., (Physics, Rhetoric), Boyton, Florida.
 626. McIlvaine, Miss Ruth T., (Domestic Science), Tampa, Florida.
 627. Richey, Miss Helen L., (Domestic Science. Domestic Art), Delray, Florida.
 628. Klinger, Mrs. Florence, (Physical Geography), Leesburg, Florida.
 629. McCain, Miss Mildred, (Rhetoric, English Literature), Fort Myers, Florida.
 630. Cooper, Miss Mabel R., (Spanish), Tampa, Florida.
 631. Jenkins, Miss Mary Agnes, (General History), St. Petersburg, Florida.
 632. Reisinger, John A., (Manual Training), Lemon City, Florida.
 633. Cole, Clearence E., (Rhetoric, General History), St. Petersburg, Florida.
 634. Portz, Harvey O., (Geometry), Tarpon Springs, Florida.
 635. Hanson, Leslie D., (French), St. Petersburg, Florida.
 636. Galloway, Miss Katie Mae, (Domestic Science, Domestic Art), Dunnellon, Florida.
 637. Burney, Miss Margaret Sue, (Psychology, History of Education, Theory and Practice), St. Petersburg, Florida.
 638. Bush, Claude A., (Botany, Chemistry), St. Petersburg, Florida.
 639. Carter, Miss Hazel, (Domestic Science, Domestic Art), Largo, Florida.
 640. Bratzel, E., (General History, Spanish), Ft. Lauderdale, Florida.
 641. Lipscomb, Miss Anne E., (General History), Winter Haven, Florida.
 642. Dawson, Janie Mae, (negro), Domestic Science), West Palm Beach, Florida.

- No.
643. Rudolph, Miss Freda F., (Domestic Art), Lemon City, Florida.
 644. Brandt, Miss Dora D., (Art Drawing), Ft. Lauderdale, Florida.
 645. McDonald, J. George, (Geometry, Trigonometry), Lakeland, Florida.
 646. Wallace, Miss Maude E., (Domestic Science, Domestic Art), Miami, Florida.
 647. Kuder, Edward M., (Chemistry, Rhetoric, English Literature, General History), West Palm Beach, Florida.
 648. Coffey, Mrs. Cora N., (General History), Gainesville, Florida.
 649. Gray, Miss Carrie Lou, (Domestic Art), Homestead, Florida.
 650. Jamieson, Mrs. Edna S., (Geometry, Trigonometry), Tarpon Springs, Florida.
 651. Paul, Miss Lavinia, (Art Drawing), West Palm Beach,
 652. Fisher, Miss Edna M., (Latin), Tampa, Florida.
 653. Kittrell, Miss Frances, (Art Drawing, Music), Dania, Florida.
 654. Rogers, Ross, (Rhetoric, English Literature, General History), Pensacola, Florida.
 655. Overall, James E., (Physics), Nashville, Tennessee.
 656. McDavid, Miss Jimmie, (Botany, General History), Hinson, Florida.
 657. Pillans, Mrs. W. P., (Music), Orlando, Florida.
 658. Zeller, Joseph W., (Mechanical Drawing), Jacksonville, Florida.
 659. McDonald, Miss Clara R., (French), Palatka, Florida.
 660. Brewer, Miss Mary Irene, (Rhetoric, General History), Bronson, Florida.
 661. Eddy, Mrs. Lillian G., (Algebra, Geometry, Trigonometry), St. Augustine, Florida.

- No.
662. Tydings, Miss Ellie B., (Spanish), Jacksonville, Florida.
 663. Reeves, Miss Lottie E., (Music), Jacksonville, Florida.
 664. Carter, Mrs. Eugene, (Rhetoric, English Literature), Live Oak, Florida.
 665. Burger, Tyrus L., (Music), Ft. Myers, Florida.
 666. Brickel, H. C., (Manual Training, Bench Work), Jacksonville, Florida.
 667. Hill, Miss Alice J., (Music), Miami, Florida.
 668. Purdue, Miss Florence E., (Rhetoric), Apalachicola, Florida.
 669. Aaron, Miss Annie, (General History), Plant City, Florida.
 670. Crawford, Miss Clara N., (General History, Latin), Jacksonville, Florida.
 671. Sutton, Miss Beulah, (English Literature), Jacksonville, Florida.
 672. Morris, Miss Lulu, (Domestic Science), Jacksonville, Florida.
 673. Boyle, Miss Anna M., (English Literature, Psychology), Putna Gorda, Florida.
 674. Kruse, Miss Nellie, (Zoology), DeLand, Florida.
 675. Shaw, Miss Amy Irene, (Rhetoric, English Literature, Psychology), Jacksonville, Florida.
 676. Diamond J. T., (Psychology, History of Education, Theory and Practice), Milton, Florida.
 677. Key, Miss Sarah I., (Art Drawing, Music), DeLand, Florida.
 678. Brickel, Mrs. Estelle G., (Domestic Art), Jacksonville, Florida.
 679. Winslow, W. H., (Psychology, Latin), Brooksville, Florida.
 680. Rencher, W. O., (Geometry, Trigonometry, Rhetoric, English Literature, General History, Latin), Chipley, Florida.

- No.
681. Donaldson, Miss Sara E., (Geometry, Latin), Live Oak, Florida.
 682. Bernard, D. Meade, (Algebra, Geometry, Trigonometry), Jacksonville, Florida.
 683. Bellah, Miss Maybelle, (Rhetoric), Trenton, Florida.
 684. Hanson, S. Harry, (Botany), Fort Meade, Florida.
 685. Carter, Miss Jeannette E., (Rhetoric, German), Bartow, Florida.
 686. Osborn, Miss Virginia, (Domestic Science, Domestic Art), Stuart, Florida.
 687. Stewart, Miss Margaret, (Art Drawing), Tampa, Florida.
 688. Grasty, Miss Isabel, (Physics, German), Daytona Beach, Florida.
 689. Hall, Lester A., (Geometry, Manual Training), Daytona Beach, Florida.
 690. Hargitt, Miss Clara B., (Domestic Science, Domestic Art), Cocoanut Grove, Florida.
 691. Faulkner, F. E., (Rhetoric, English Literature), Palmetto, Florida.
 692. Norton, Mrs. Mary L., (Physical Geography, Psychology, Theory and Practice), Daytona, Florida.
 693. Brown, Miss E. Rosalie, (English Literature, Psychology), Bartow, Florida.
 694. Enlow, Elmer R., (Geometry, Trigonometry, Physics, Psychology), Orlando, Florida.

GRADUATE STATE CERTIFICATE HOLDERS.

The Legislature, by Chapter 6540, Acts of 1913, granted a State Certificate to all graduates of the normal or collegiate departments of the University of Florida, and College for Women, and any other colleges and universities in this State submitting to certain prescribed inspection and regulation; provided one-fifth of the time of the collegiate departments be devoted to professional

training; and Provided, further, that at a regular examination conducted at the close of the Junior and Senior years, of all such graduates as come under the provisions of this Act, the said graduates shall make a general average of not less than 85 per cent. on all subjects, with a grade of not less than 60 per cent. on any subject.

This certificate was called by the Educational Department, a Graduate State Certificate to distinguish it from the State Certificate provided for in Section 370 of the General Statutes. The latter certificate being based upon professional experience, and the result of examination on ten specific subjects, while the former requires no experience and is indefinite as to the subjects pursued in the Junior and Senior years. The two certificates, in justice to all, could not be put upon a parity.

The following is the roster of graduates having received their Certificates:

No. of Certificate.	Name.	Where Graduated.	Postoffice Address.
1.	Goulding, Robert Lee...	University of Florida.....	Pensacola, Florida.
2.	Clark, Miss Louise	Fla. State College for Women.	Tallahassee, Florida.
3.	Dortch, Miss Rosalie...	Fla. State College for Women.	Dade City, Florida.
4.	Godbey, Miss Grace....	Fla. State College for Women.	Leesburg, Florida.
5.	Grier, Miss Lucille....	Fla. State College for Women.	West Palm Beach, Florida.
6.	Helseth, Miss Inga Olla.	Fla. State College for Women.	Oslo, Florida.
7.	Leach, Miss Marjorie...	Fla. State College for Women.	Homestead, Florida.
8.	Otwell, Miss Ruth.....	Fla. State College for Women.	West Palm Beach, Florida.
9.	Wilkinson, Miss Jael ...	Fla. State College for Women.	Palatka, Florida.
10.	Williams, Miss Annie Mae	Fla. State College for Women.	Fulford, Florida.
11.	Williams, Miss Mary Felicia	Fla. State College for Women.	Williston, Florida.
12.	Carter, Miss Helen.....	Fla. State College for Women.	Pensacola, Florida.
13.	Dyer, Miss Edith.....	Fla. State College for Women.	Tallahassee, Florida.

14.	DeSilva, Miss Irma.....	Fla. State College for Women.	Pensacola, Florida.
15.	McGriff, Miss Eloise....	Fla. State College for Women.	Tallahassee, Florida.
16.	Treadwell, Miss Annie..	Fla. State College for Women.	Gainesville, Florida.
17.	Wainwright, Miss Amanda	Fla. State College for Women.	Tallahassee, Florida.
18.	Wells, Miss Bessie.....	Fla. State College for Women.	Tallahassee, Florida.
19.	McMillan, Miss Jeanette	Fla. State College for Women.	Pine Barren, Florida.
20.	Watson, Miss Iris.....	Fla. State College for Women.	Bartow, Florida.
21.	Waterman, Miss Addie Grace	Stetson University	DeLand, Florida.
22.	Eldredge, Miss Lillian...	Stetson University	Apopka, Florida.
23.	Phillips, Miss Nina.....	Stetson University	DeLand, Florida.
24.	Hulley, Miss Harriett Spratt	Stetson University	DeLand, Florida.
25.	Terry, Royal P.	University of Florida.....	Lakeland, Florida.
26.	DeWolf, Herbert L.	University of Florida.....	Crescent City, Florida.
27.	Knowles, Gordon B.	University of Florida.....	Greenwood, Florida.
28.	Mason, Frederick R.	University of Florida.....	Macclenny, Florida.
29.	Poppell, Thomas J.	University of Florida.....	New River, Florida.
30.	Hatcher, James F.	University of Florida.....	Gainesville, Florida.
31.	McPherson, Robert J....	University of Florida.....	Greensboro, Florida.

No. of Certificate.	Name.	Where Graduated.	Postoffice Address.
32.	O'Haver, Pleasant C. . . .	University of Florida,	Palatka, Florida.
33.	Adams, Miss Ruby.	Fla. State College for Women.	Perry, Florida.
34.	Caldwell, Miss Pearl. . . .	Fla. State College for Women.	Jasper, Florida.
35.	Drane, Miss Josephine. . .	Fla. State College for Women.	Lakeland, Florida.
36.	Grothaus, Miss Naomi. . . .	Fla. State College for Women.	New Bremen, Ohio.
37.	Larson, Miss Olga.	Fla. State College for Women.	Tallahassee, Florida.
38.	Manning, Miss Zoe.	Fla. State College for Women.	Tallahassee, Florida.
39.	McCaskill, Miss Myrtice . .	Fla. State College for Women.	Perry, Florida.
40.	McIlvaine, Miss Myra. . . .	Fla. State College for Women.	Tampa, Florida.
41.	Raa, Mrs. H. B.	Fla. State College for Women.	Tallahassee, Florida.
42.	Robertson, Miss Mary. . . .	Fla. State College for Women.	Tallahassee, Florida.
43.	Walker, Miss Rosa.	Fla. State College for Women.	Dothan, Alabama.
44.	Wilkinson, Miss Maidie. . .	Fla. State College for Women.	Wauchula, Florida.
45.	Hunt, Miss Clyde.	Fla. State College for Women.	Jacksonville, Florida.
46.	Blocker, Miss Ernestine. . .	Fla. State College for Women.	Plant City, Florida.
47.	Green, Miss Anna Ruth. . . .	Fla. State College for Women.	St. Augustine, Florida.

48.	Hill, Miss Solita Faye...	Fla. State College for Women.	DeLand, Florida.
49.	Hogan, Miss Thelma....	Fla. State College for Women.	Waldo, Florida.
50.	Lewis, Miss Martha.....	Fla. State College for Women.	Fort Meade, Florida.
51.	Livingston, Miss Martha	Fla. State College for Women.	Arcadia, Florida.
52.	Major, Miss Priscilla...	Fla. State College for Women.	Palmetto, Florida.
53.	Mosley, Miss Geneva....	Fla. State College for Women.	Tampa, Florida.
54.	McBeath, Miss Edwina..	Fla. State College for Women.	Fort Meade, Florida.
55.	Sikes, Miss Isidora.....	Fla. State College for Women.	Punta Gorda, Florida.
56.	Warren, Miss Blannie...	Fla. State College for Women.	DeFuniak Springs, Florida.
57.	Wells, Miss Nella.....	Fla. State College for Women.	Chipley, Florida.
58.	Langley, Miss Bertha...	Fla. State College for Women.	Warrenton, Florida.
59.	Partridge, Miss Jessie...	Fla. State College for Women.	Monticello, Florida.
60.	Spears, Miss Elizabeth..	Fla. State College for Women.	Wildwood, Florida.
61.	Bly, Robert S.	Stetson University	DeLand, Florida.
62.	Chapman, Miss Tillie...	Stetson University	Sugar Grove, Illinois.
63.	Davis, Miss Ella M.....	Stetson University	St. Augustine, Florida.
64.	Farris, Carl	Stetson University	DeLand, Florida.
65.	Harkness, Miss Katharine	Stetson University	DeLand, Florida.
66.	Lewis, Miss Elizabeth...	Stetson University	Eldred, Florida.
67.	Hathcock, Herbert	Stetson University	Plant City, Florida.
68.	Padgett, Miss Elsie.....	Stetson University	Crescent City, Florida.

No. of Certificate.	Name.	Where Graduated.	Postoffice Address.
69.	Roseborough, Ruskin ...	Stetson University ...	DeLand, Florida.
70.	Stephens, Miss Marie R..	Stetson University	DeLand, Florida.
71.	Pflug, Miss Marguerite..	Stetson University	Rideout, Florida.
72.	Waterman, Miss Con- stance	Stetson University	DeLand, Florida.
73.	Williams, Miss Emma...	Stetson University	Leesburg, Florida.
74.	Turnquist, Frank	Stetson University	DeLand, Florida.
75.	Carson, Miss Inez A....	Columbia College	Kissimmee, Florida.
76.	Slone, Miss Italia.....	Columbia College	Plant City, Florida.
77.	Alderman, Miss Ina.....	Columbia College	Lake Butler, Florida.
78.	Helseth, Miss Erma O...	Fla. State College for Women .	Oslo, Florida.
79.	Arnold, Miss Alberta...	Fla. State College for Women .	Groveland, Florida.
80.	Brodnax, Miss Clare....	Fla. State College for Women.	Jacksonville, Florida.
81.	Ley, Miss Esther.....	Fla. State College for Women.	Ocala, Florida.
82.	Maxwell, Miss Mabel...	Fla. State College for Women.	Calvary, Georgia.
83.	Clark, Miss Geraldine...	Rollins College	Inverness, Florida.

84.	Bates, Miss Mona.....	Stetson University	Jacksonville, Florida.
85.	Blocker, Miss Marguerite	Stetson University	St. Petersburg, Florida.
86.	Bradley, Miss Mary.....	Stetson University	DeLand, Florida.
87.	Elliott, Miss June.....	Stetson University	DeLand, Florida.
88.	Eldredge, Miss Mabel...	Stetson University	Apopka, Florida.
89.	Fischer, Fred	Stetson University	Plant City, Florida.
90.	Gumm, Miss Bessie J...	Stetson University	DeLand, Florida.
91.	Gilpatrick, Delbert	Stetson University	Palatka, Florida.
92.	Hathcock, Miss Nell	Stetson University	Plant City, Florida.
93.	Hulley, Miss Louise.....	Stetson University	DeLand, Florida.
94.	Klicker, Miss Eva.....	Stetson University	DeLand, Florida.
95.	Keown, Miss Nell.....	Stetson University	DeLand, Florida.
96.	Liddell, Winfred	Stetson University	Sarasota, Florida.
97.	Longstreet, Rubert J....	Stetson University	Philadelphia, Pennsylvania.
98.	Northrop, Paul	Stetson University	St. Cloud, Florida.
99.	Selter, Miss Vivian.....	Stetson University	DeLand, Florida.
100.	Sheppard, Miss Mary....	Stetson University	Old Town, Florida.
101.	Conrad, Miss Myrtle....	Stetson University	Glenwood, Florida.
102.	Null, Miss Millie.....	Stetson University	LeRoy, Illinois.
103.	Haddock, Miss Aleve S..	Columbia College	Live Oak, Florida.
104.	Swindell, Miss Rosa Lee.	Columbia College	Lakeland, Florida.

No. of Certificate.	Name.	Where Graduated.	Postoffice Address.
105.	Alford, Miss Marion....	Fla. State College for Women .	Tallahassee, Florida.
106.	Edwards, Miss Agnes....	Fla. State College for Women .	Lloyd, Florida.
107.	Floyd, Miss Mary.....	Fla. State College for Women.	Gainesville, Florida.
108.	Hays, Miss Mary.....	Fla. State College for Women.	Tallahassee, Florida.
109.	Hough, Miss Ione.....	Fla. State College for Women.	Gretna, Florida.
110.	Puleston, Miss Cornelia.	Fla. State College for Women.	Monticello, Florida.
111.	Smith, Miss Katherine A.	Fla. State College for Women.	Williston, Florida.
112.	Carroll, Miss Margaret B.	Fla. State College for Women.	Monticello, Florida.
113.	Martin, Miss Pattie....	Fla. State College for Women.	Bokeelia, Florida.
114.	Otto, Miss Mizpah.....	Fla. State College for Women.	Key West, Florida.
115.	Jarrell, Miss Phyllis....	Fla. State College for Women.	Kissimmee, Florida.
116.	Ball, Miss Kathryn, (Primary)	Fla. State College for Women.	Gainesville, Florida.
117.	Morrison, Miss Kathleen, (Primary)	Fla. State College for Women.	Pensacola, Florida.
118.	Moughton, Miss Ethel,		

	(Primary)	Fla. State College for Women.	Sanford, Florida.
119.	Murrell, Miss Renie,		
	(Primary)	Fla. State College for Women.	Sanford, Florida.
120.	Patterson, Miss Lilla,		
	(Primary)	Fla. State College for Women.	Escambia, Florida.
121.	Slemon, Miss Dorothy,		
	(Primary)	Fla. State College for Women.	Orlando, Florida.
122.	Vaughn, Miss Helen,		
	(Primary)	Fla. State College for Women.	Thomasville, Georgia.
123.	Walker, Miss Claire,		
	(Primary)	Fla. State College for Women.	Sanford, Florida.
124.	Pearce, Miss Margaret A.		
	(Primary)	Fla. State College for Women.	Tallahassee, Florida.
125.	Pickett, Miss Gem,		
	(Primary)	Fla. State College for Women.	Carrabelle, Florida.
126.	Adams, Miss Mary		
	George, (Primary)	Fla. State College for Women.	Fort Myers, Florida.
127.	Colwell, Miss Elfrieda..	Fla. State College for Women.	Palatka, Florida.
128.	Eagleton, Miss Anna		
	Pope	Fla. State College for Women.	Ocala, Florida.
129.	Hainlain, Miss Elsa	Fla. State College for Women.	Homestead, Florida.

No. of Certificate.	Name.	Where Graduated.	Postoffice Address.
130.	Harris, Miss Minna.....	Fla. State College for Women.	Orlando, Florida.
131.	Linton, Miss May.....	Fla. State College for Women.	Monticello, Florida.
132.	Meyer, Miss Doris Sara..	Fla. State College for Women.	Tarpon Springs, Florida.
133.	Michael, Miss Bessie....	Fla. State College for Women.	Oakland, Florida.
134.	Montgomery, Miss Katherine	Fla. State College for Women.	Mayo, Florida.
135.	Weaver, Miss Margaret..	Fla. State College for Women.	Bartow, Florida.
136.	Lemon, Miss Mary Lou..	Fla. State College for Women.	Tallahassee, Florida.
137.	Lewis, Miss Orlena.....	Fla. State College for Women.	Tallahassee, Florida.
138.	Hollinshead, Miss Jane..	Fla. State College for Women.	Washington, Georgia.
139.	Brandon, Miss Margaret	Fla. State College for Women.	Thomasville, Georgia.
140.	Todd, Miss Rex.....	Fla. State College for Women.	Ocala, Florida.
141.	Ferrell, Miss Florida....	Fla. State College for Women.	Tallahassee, Florida.
142.	Reid, Miss Etoile.....	Fla. State College for Women.	Fort Meade, Florida.
143.	Maguire, Miss Lillian...	Fla. State College for Women.	Ocoee, Florida.
144.	Puleston, Miss Sallie....	Fla. State College for Women.	Monticello, Florida.

145.	Adams, Barnett D.	University of Florida	Gainesville, Florida.
146.	Dukes, R. Alex.	University of Florida	Worthington, Florida.
147.	Green, Robert A.	University of Florida	New River, Florida.
148.	Hollingsworth, C. I. ...	University of Florida	Fort Meade, Florida.
159.	McCall, T. E.	University of Florida	Jasper, Florida.
150.	Peacock, Avon J.	University of Florida	Bronson, Florida.
151.	Terry, Robert H.	University of Florida	Lawtey, Florida.
152.	Traxler, L. W.	University of Florida	Alachua, Florida.
153.	Wilson, W. D.	University of Florida	Fort Myers, Florida.
154.	Sawyer, W. E.	University of Florida	Gainesville, Florida.
155.	Stroman, Miss Adelle...	Fla. State College for Women .	Tallahassee, Florida.
156.	Guice, Miss Elon.....	Fla. State College for Women.	Kissimmee, Florida.
157.	Brown, Miss Clara.....	Fla. State College for Women.	Dothan, Alabama.

TEACHERS' TRAINING CERTIFICATE HOLDERS.

The Legislature, by Chapter 6838, Acts of 1915, provided that any person completing the Elementary Professional Course in the Normal School of the State Institution of High Learning, in this State, or an equivalent course in the Normal Department of any private University or College, measuring up to prescribed standards, and making an average grade of 75 per cent. in all studies, shall be granted a Third Grade Teachers' Training Certificate, good for two years.

Any person completing the Freshman year of the Normal School in any such institution, and making an average grade of 75 per cent. in all studies, shall be granted a Second Grade Teachers' Training Certificate, good for four years.

Any person completing the Sophomore year of the regular Normal School in any such institution, and making an average grade of 80 per cent, in all studies, shall be granted a First Grade Teachers' Training Certificate, good for five years.

The following are the persons who have been awarded these certificates:

TEACHERS' TRAINING CERTIFICATE HOLDERS.

No.

1. Childers, G. C., (First Grade), Ft. Meade, Florida.
2. Syfrett, J. M., (First Grade), Marietta, Florida.
3. Paterson, Miss Fannie Lou, (First Grade), Madison, Florida.
4. Jackson, Miss Katie, (First Grade), DeLand, Florida.
5. Siviter, Miss Mildred, (First Grade), St. Petersburg, Florida.
6. Stiles, Miss Esther, (First Grade), DeLand, Florida.
7. Gilliland, Miss Margaret, (First Grade), DeLand, Florida.

No.

8. Harvey, Miss Marina, (First Grade), Mobile, Alabama.
9. Link, Miss Olive, (First Grade), Arcadia, Florida.
10. Burleson, Miss Etta, (First Grade), Citra, Florida.
11. Ezell, Miss Irene, (First Grade), Graceville, Florida.
12. Wyckoff, Miss Katherine, (First Grade), Citra, Florida.
13. Holloway, Miss Idella, (First Grade), Tallahassee, Florida.
14. Milton, Miss Bessie, (First Grade), Marianna, Florida.
15. Felton, Miss Allie, (First Grade), Mayo, Florida.
16. McPherson, Miss Annie, (First Grade), Juniper, Florida.
17. Williams, Miss Mary E., (First Grade), Pomona, Florida.
18. Futch, Miss Wilma, (Second Grade), Glen St. Mary, Florida.
19. Godwin, Miss Jewell, (Second Grade), Hawthon, Florida.
20. Hutchinson, Miss Zilla, (Second Grade), West Bay, Florida.
21. Inman, Miss Hattie, (Second Grade), Greensboro, Florida.
22. Paulsen, Miss Christian, (Second Grade), Hot Springs, South Dakota.
23. Pitchford, Miss Lucy E., (Second Grade), Jensen, Florida.
24. Smith, Miss Ruth, (Second Grade), St. Andrews, Florida.
25. Terry, Miss Eva Lois, (Second Grade), Lawtey, Florida.
26. Crosby, Miss Ethel, (Second Grade), Citra, Florida.
27. Allyn, Miss Eileen Anita, (Second Grade), Sarasota, Florida.

- No.
28. Brundyge, Miss Mary, (Third Grade), Havana, Florida.
 29. Hickson, Miss Amy Louise, (Third Grade), Miami, Florida.
 30. Parker, Miss Mattie Lee, (Third Grade), Graceville, Florida.
 31. Burns, Miss Ida M., (Third Grade), Ocklocknee, Florida.
 32. McAlpin, Miss Allie, (Third Grade), Mayo, Florida.
 33. Edwards, Miss Mallie, (Third Grade), Juniper, Florida.
 34. Yent, Miss Thelma, (Third Grade), Carrabelle, Florida.
 35. Bevis, Miss Maude, (Third Grade), Bascom, Florida.
 36. Renolds, Miss Ella, (Third Grade), Lake City, Florida.

NOTE.—All of the above from the Florida State College for Women.

CHAPTER X.

BI-ENNIAL REPORTS OF COUNTY SUPERINTENDENTS.

This is usually the most interesting Chapter in the State Superintendent's Bi-ennial Reports. It generally furnishes a very clear insight into what is being undertaken and accomplished educationally in each county, hence it presents a very comprehensive view of the educational status of the whole State.

But a limited few have the time or inclination to ferret out from the bewildering mass of figures found in the statistical tables of Chapter III. and IV., sufficient information to enable them to determine clearly and accurately the real educational condition of a single county as spoken by means of figures.

Besides, while statistics when correctly and faithfully presented, truthfully show the real status of education in a county, still they do not always indicate the credit due, for the spirit, aims and efforts of those engaged in educational work, and the progress made is not always discernable from the cold face of figures. Statistics often make it appear that some have accomplished practically nothing who deserve the highest commendation when the circumstances and environment under which progress is made enter into the account.

Consequently, the idea was conceived some years ago of giving to each County Superintendent brief space to tell in his own language what he undertook, the plans he employed, his success or failure, the present real status of and the outlook for education within his own county.

BEST EXPERT TESTIMONY.

The suggestions and recommendations of these men on the firing line, as found in these reports, furnish the best expert testimony obtainable as a guide to other school officials of how to proceed and as to what is wise to undertake for the promotion of educational advancement. They also, serve to direct the Legislator in the enactment of laws that will insure progress in education. It is safe and sound to repeat what the writer has often openly asserted, namely: "The individual opinion of one County Superintendent on any educational policy may be folly, but the combined opinion of a large number of them is the safest guide and the best expert testimony obtainable for the legislator who truly desires to do good to the schools."

WIDE DIVERSITY IN COUNTY SUPERINTENDENTS.

The fact will become patent to the person reading these reports, that there is a wide diversity in the ruling spirit, opinions, aims, and efforts of County Superintendents. It will be clearly seen that some have vision and attempt things, and are achieving results of which they have just cause to be proud; while there are others attempting little, really accomplishing nothing, but seem better satisfied with their work and the educational outlook in their counties. The latter are without educational ideals, they do nothing because interest is lacking, and they see nothing to do. Money does not create interest. Some are receiving five times what they are actually worth, while others do not get one-tenth the salary they merit, though their salaries are about the same.

If the statements made in some of these general reports be compared with the statistical data recorded of those counties in Chapter III. and IV., the thought can not be suppressed that certain claims of "marked progress" are

not substantiated by facts and ever truthful figures, and that either the statistics are untrue or the claims of "great progress" are exaggerated, one or the other must be accepted *cum grano salis*. But it is needless to offer any suggestion of caution as to the credence due all statements contained in these reports, as wise persons can easily read between the lines and readily detect when too roseate a tint is given to feeble efforts, small achievements, and unfavorable conditions—some are really satisfied with too little, because their ideals are too low.

While there is a wonderful wide difference in the aims, activity and achievements of County Superintendents in the different counties, and equally as wide a difference in the educational condition and outlook, there are excellent Superintendents and there are very indifferent ones, yet rated as a whole the body averages up well and Florida, educationally, is truthfully in a progressive condition, and it is chiefly due to her County Superintendents.

CIRCULAR LETTER.

The following circular letter, calling for these reports, was mailed each County Superintendent. All not responding within the time limit set, were mailed a second letter, still quite a number did not respond. Now, true to the warning given in the circular, the names of the counties with the reports will be printed in alphabetical order, and when no report is received from the county, the names of the county and County Superintendent will occupy their regular space with the statement, "It was impossible to get a report from this county."

BIENNIAL REPORTS OF COUNTY SUPERINTENDENTS.

Tallahassee, Florida, November 21, 1916.

To County Superintendents:

My Dear Sirs:

The most interesting part of the Bi-ennial Report from the State Department of Public Instruction is the Chapter containing the bi-ennial reports of the various County Superintendents.

Many of your annual reports, due this office not later than July 15th, were so tardy in coming in—two not yet filed at this date, November 21st—that it was deemed best not to insist upon the bi-ennial reports until the annual reports for 1915-1916 were all received. But the time is drawing so near when many of you will be going out of office that this matter cannot be longer postponed, and the State Printer wants copy.

In consequence of the importance of this report and the opportunity of preserving in permanent shape in a State publication a general statement of your aims, work and success in your county for the bi-ennial period closing June 30, 1916, it is not conceivable how a single one of you will neglect the opportunity of going upon record by making this bi-ennial report with gladness and promptness.

This report will enable you to present briefly and by direct statement in a form to be preserved forever in the archives of State your efforts and achievements as a county school official. This report over your signature will be read and proper credit will be awarded you for the educational status of your county, while if you neglect making this report, not one in a thousand will ever take the trouble to cull out from the great mass of statistics, recording educational data of all the counties,

and award to each of you due credit for what may have been accomplished by you under difficulties and against adverse circumstances.

Please do not postpone making this report, or the painful necessity will be forced upon me to print the name of your county in its regular order with the name of the County Superintendent and say, "It was impossible to get a report from this county." This will be a reflection upon you and your county that will be everlastingly preserved in the State prints—not one of you covets such notoriety.

Five days, or ten at the outside, is ample time in which to file this report, and you are more likely to file it promptly, if you will make up your mind to do so, than if three months were given you.

Now pardon me for begging you to be concise and direct in your statements, avoiding superfluous verbiage and uninteresting details, and in no case, have your report occupy more than ten printed pages.

Prepare your matter just as you desire it to appear, sub-headed so that it will be read; have it nicely typewritten, and let it reach me not later than December first.

I will thank you to write on the following sub-heads, and in the order given, as well as upon any other topic that you consider important.

NEW SCHOOL BUILDINGS.—Give the number of entirely new buildings erected during the biennium, stating the total number for each race, giving the number of rooms, total cost for each race, and how funds were obtained.

SCHOOL BUILDINGS REPAIRED.—Give the same facts as under the above sub-head, and for each race.

HIGH SCHOOLS.—State the number claiming to be Senior, Intermediate and Junior, the number of high school pupils enrolled in each, whether or not you consider them up to the standard of the Regulations of the State Board

of Education. You may also discuss whether or not you approve their being required to measure up to State Regulations, or should they be standardized by Regulations made by an unauthorized body of educators outside the State?

Give statistics of attendance in high school departments and compare them with those of the previous biennium.

TEACHERS.—Discuss the supply, their efficiency and any difficulty of getting a supply legally certificated, if that be the case. Give average of salaries, and show increase or decrease.

SPECIAL TAX SCHOOL DISTRICTS.—Give number in your county and the total number of schools for whites and blacks embraced in these districts.

BONDING DISTRICTS.—Give the number of districts that have voted bonds, amount raised thereby, and what has been done with it.

SCHOOL SANITATION.—Tell the condition of your out-buildings and what has been done to meet the requirements of Chapter 6836, Laws of 1915.

TEACHING THE EVILS OF ALCOHOLICS AND NARCOTICS.—Tell what has been done in your country toward the execution of Chapter 6832, Session Laws of 1915. Give the number of schools faithfully observing this law. Has "Health is Wealth" been supplied, and how, to your teachers of the primary and intermediate grades?

UNIFORM TEXT-BOOK LAW.—What of the operations of the law? Are agents promptly and properly supplied with books? What of the books in use, are they generally approved? What changes, if any, are suggested?

SCHOOL FINANCES.—State the financial condition of your county and district funds. Are either in arrears? How much? Do you pay teachers promptly? How do you manage such payments if your school funds are not sufficient to meet them? What plans have you adopted to reduce your indebtedness?

TEACHERS' COUNTY INSTITUTES.—Has your county organized a Teachers' Association? What is being done in that line of school work.

TEACHERS' SUMMER SCHOOLS.—State the approximate number of your teachers that attend a summer school held under State auspices—do not include those who attend a "Normal" conducted by some self-endorsed, and self-appointed instructor of only local notoriety.

VOCATIONAL WORK.—Discuss the extent and efficiency of this movement in your county. Give the number of schools having a well equipped department of each: *Industrial, Agricultural, Commercial, Home Economics*, etc., with approximate number of pupils pursuing each course in the county.

CANNING, CORN, AND OTHER STUDENTS' CLUBS.—Has your county a farm demonstrator, or a Canning Club Agent? Give the name and salary of each, the sources of the funds used in paying each. Discuss the progress of the movement in your county, and the approximate number of boys and girls actually participating in the work of each organization.

COMPULSORY SCHOOL ATTENDANCE.—What part of your county has voted upon this law and put it into operation? How has it succeeded? If the law has not been voted upon in your county, is there any movement contemplated to put it into operation? Do you favor a State-wide mandatory compulsory attendance law being enacted by the next Legislature? What is the sentiment in your county concerning this law?

SCHOOL LIBRARIES.—What has been done in your county toward the establishment of school libraries? Please make any suggestions which you may have in mind.

TEACHER-TRAINING DEPARTMENTS.—Is there such a department in your county? If not, why not? Is one needed? If one has been established, how is it succeeding?

TRANSPORTATION OF PUPILS.—To what extent is this system in vogue in your county? Give the total number of pupils transported and the total or average cost per pupil for the past two years. State the difficulties, if any, in the operation of the system, and give your approval or disapproval of the same.

COUNTY SCHOOL BOARDS.—Is the present number of members satisfactory? Is the present method of selecting them the ideal one? What do you think of a Board composed of five members, of which the County Superintendent shall be *ex-officio*, the fifth member; of the four being elected for four years, and only two retiring every two years? Give your honest opinions on this subject.

UNIFORM TEXT-BOOKS.—Do you approve uniformity? Should books be uniform in all the grades, or only below the high school?

STATE COURSE OF STUDY.—Express your views on this subject, stating whether a course should embrace all grades from the first to the twelfth, or include only the grades from the first to the eighth. Should the Legislature provide for a Committee to adopt, print, and promulgate such a course? How would you provide for its enforcement?

FREE TEXT-BOOKS.—Do you favor the system? If the hunting licenses, fish commissions, and other outside funds could be used to supply the books without using the present school fund, would such a law be advisable?

PROGRESSIVE OR RETROGRESSION.—Give some general statements fortified by comparative statistics, such as enrollment, average attendance, etc., to show real progress or retrogression in the educational status of your county during the past four years.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—Much is being said about the "neglected country schools." What is your observation as to the comparative efficiency of the rural and town schools of your county? Are the country teachers and the country pupils

of equal merit with those in the towns, or does their condition call for special legislation?

THE PRESENT EXAMINATION SYSTEM.—Do you approve the present system? If not, why not? Suggest any changes which you think ought to be made. What do you think of the State Examining Board recommended to the last Legislature? What better law, or what amendments to the proposed law providing for a State Board of Examiners, can you suggest?

NEW LAWS RECOMMENDED.—What new school laws, or amendments to the existing laws, do you recommend?

OTHER SUBJECTS.—Make sub-heads and discuss or report anything else which you think would be of interest pertaining to your county.

Follow the above order and report such matters and discuss such questions as especially interest you. Remember that your report is to be typewritten and to be printed just as you send it in, therefore be careful.

Yours truly,

W. N. SHEATS,
State Superintendent.

ALACHUA COUNTY.

Hon. J. L. Kelley, County Superintendent. (It was impossible to get a report from this county.)

BAKER COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Schools.

Dear Sir:—In compliance with your request I herewith submit my report of the schools of Baker county for the past two years.

BUILDINGS.—We have erected three new buildings in

rural districts and, by doing a great amount of repair work, we have a majority of our school buildings in fairly good condition, however, much has been left undone, because funds with which to do the work have not been available.

The value of school property has been increased \$10,000. This has been done without any other means of raising money than direct taxation, and this increase has been made without reducing salaries or the length of school terms, and I may add that the valuation of property in the county has not increased in proportion to some other counties.

SPECIAL TAX DISTRICTS.—There were 6 special tax districts in the county when I came into office four years ago, now we have 12 and will soon vote on the thirteenth, then 75 per cent. of the territory of the county will be in special tax districts, that is, 15 of the 26 white schools will be added by special tax district funds.

We give not less than six months' terms in all special districts, and the buildings are kept repaired and supplied with furniture.

Several of the districts created before I came into office have been enlarged.

TEACHERS.—We do not have enough home teachers to supply our schools, but have generally been able to get enough to do our work. At times we have found it difficult to get competent ones.

UNIFORM TEXT-BOOK LAWS.—I think this law good and believe it will be to the best interest of the school system of Florida for it to remain in force. At times we have had trouble in getting local dealers supplied with books, on account of congestion in transportation facilities. Upon the whole I find the text-books under this law better than those under the old county system; yet there are a few texts in use under this law that I would like to see replaced by better books. This, I think, should be done in justice to the school children of Florida.

CANNING CLUBS.—I introduced this work into this county three years ago and it has made reasonable progress. We do not have an agent for either the girls' canning club work, or the boys' corn club this year, for reasons over which we had no control, but we have made arrangements to have an agent for the girls beginning the first of the year, and I am very hopeful, that there will be an agent also for the boys' corn club next year.

I feel that this work is one of the great problems before us, and that it is so important that we cannot afford not to give this subject our most hearty support. There is much to be done before this work will be thoroughly developed, but when developed will make Florida the greatest State in agriculture in the South.

The agents for the girls' canning clubs have been paid out of the school funds, and we have always felt that we have gotten value received for all money thus invested.

LIBRARIES.—We have several small libraries, in the schools of the county. Much interest has been taken, by school officials, teachers, and patrons in giving the children good reading matter, and I feel sure this interest will grow rapidly in the future.

STATE COURSE OF STUDY.—I hope to see uniformity in all grades. The State is, and has been, in need of a State course of study for several years.

I hope the next Legislature will consider the wisdom of this matter.

I think this course of study should be worked out by a committee of the best school people of the State, in order that the interest of the school children may be safeguarded against experiments.

TEACHERS' EXAMINATIONS.—This subject is not new to me, for I have thought the present examination system has long out-lived its usefulness, and I have wanted to see a change.

Judging from the attitude of the Legislature in the past we are not ready for a State Examining Board.

I believe in a law modeled after the Civil Service System of our Federal Government for examining applicants and grading papers.

The question of examining teachers is one of the greatest political speculations in some counties, and has done as much to abuse its purpose and intention as anything connected with the school system.

Many county Superintendents have been elected because they have promised certain persons that they would see that they made certificates, therefore examinations are uniform in county only, and this was never the intention of the law.

I will favor any change that has a tendency to better our examination system.

SCHOOL BOARDS.—I do not favor an increase in the number of members, but favor a change that will put an educational qualification on all school officials.

SUMMARY.—I felt that we have made reasonable progress during the last four years.

We have increased the value of school property \$10,000, lengthened school terms, increased teachers' salaries and have tried to grade all schools so that there would be some system in their work. I found conditions rather peculiar, every school was an institution to itself; this we have eliminated and made all a part of a system.

We have worked hard to establish a standard high school in the county and have succeeded so far as competent teachers are required. We are forced to allow high school teachers to do more work than they should, but hope this will soon be remedied.

We have the schools running to the advantage of the children and at all times the interests of the children have been kept in mind and placed above all other considerations.

Perhaps, the County Superintendent has not been as popular as he might have been, had he favored certain political interests more.

Hoping to see the educational interest of Florida advance until it will be second to none in the South, I am,

Very truly yours,

WALTER A. DOPSON,

County Superintendent.

BAY COUNTY.

Hon. E. L. Brigman, County Superintendent. (It was impossible to get a report from this county.)

BRADFORD COUNTY.

Lake Butler, Fla., Nov. 30, 1916.

Hon. W. N. Sheats,
Tallahassee, Fla.

Dear Sir:

I have the pleasure of transmitting herewith a report of Bradford County Schools for your Biennial Report.

The last five years have been the Red Letter period in the history of Bradford County schools for growth, progress, efficiency and benefits to the children of the county. The growing needs of the county required the building of 9 new school houses, 8 for the white and one for the negro children.

HIGH SCHOOLS.—Four High Schools are established, 12 Intermediate and 2 Juniors. Lake Butler School is Intermediate and has an enrollment of 333; Starke is Intermediate with an enrollment of 384.

JUNIOR HIGH SCHOOLS.—Lawtey has an enrollment of 221; Raiford 231.

The great work, the hard work and the most patient and trying work in establishing these High schools was bringing them up to the standard of the State Board of Education requirements. This State standard established by the State Board of Education is proving to be the protective salvation of the educational interests of the State from outside and unauthorized influences from other States. Yet, for the last thirty years nearly all of the high schools and college positions, as well as other remunerative positions, have been given to so-called educators and specialists from other places than Florida and the South. The impressive thought is, must the Southern born man or woman be dependent upon foreign and imported teachers and so-called specialists for instruction?

TEACHERS.—The increasing efficiency of our high schools is solving the problem of a supply of legally certified teachers. The average salaries of the teachers of the county are as follows; Male \$66.86, Females \$40.55.

SPECIAL TAX DISTRICTS.—There are 28 districts with a total of 28 schools, white and negro embraced in these districts. These Special Tax districts with 84 trustees, all with the widest difference of opinions, are draw-backs to the School Board and Superintendent in selecting teachers. The children of the State can be benefitted in an unmeasured degree by a law empowering the county to vote a whole county into a special Tax District and raise the limit of assessment to eight or ten mills.

BONDING DISTRICTS.—Bradford has four Bonded Districts which have voted bonds and erected brick buildings. Starke \$30,000; Lake Butler \$20,000; Lawtey \$11,000; Raiford \$8,000. All of the bonding districts have spent the amounts for the erection and equipping four new buildings.

We have learned, after building four very fine school

buildings, that more child space and more class rooms to accommodate the rapid increase in children is best.

OUT BUILDINGS.—The out buildings for country schools have nearly all been repaired or improved so that they are tenable at least. The condition can be rated as fair. The sanitation is not good. The drinking water is good in nearly all the schools, and the matter is kept continuously before the teachers and trustees by the Superintendent. The law for the medical inspection of the schools has proven to be ineffectual. No physician of Bradford will give his time for the amount of compensation provided by the law. The evils of alcohol and narcotics is faithfully taught in Bradford.

UNIFORM TEXT-BOOK LAW.—This county uses the uniform text-books and the most of them are good. A change of the reader is an absolute necessity. The teachers and pupils need a reader with all the hard words of the lesson or chapter put at the beginning of the lesson, syllabicated, pronounced, and clearly defined. One of the greatest needs of the State is a commission of educated and practical men. We will never get the full benefits of education for our State until we get a Board of Control, a text-book commission of educated men.

SCHOOL FINANCES.—The School Funds of the County are in arrears, owing to several causes: First, in the last 15 years our school children have doubled in number; Second, 19,000 acres of the best land in the County have been taken off the tax assessment rolls of the county. These lands have been purchased by the State for the State Farm Prison. Three thousand acres of this land, properly cultivated, will produce in a normal year enough to feed all convicts of the State two years. This is one of the causes of deficit of \$19,022.85, on the first of July, in the general School Fund. The special tax district funds, on the first of July, showed that \$2,949.43 was the cash on hand. Our teachers have been promptly paid. The School Board borrowing the

money from our local banks to pay them. Three of our local banks have patriotically and willingly accommodated the teachers in the payments of their warrants. The only way of reducing the expenditures has been to shorten the term of school and hold down expenses. Nearly all of our schools have been supplied with patent desks. This has caused an expense of over \$15,000 in the last two years.

COUNTY INSTITUTES.—We have a County Institute which is now doing some good work.

TEACHERS' SUMMER SCHOOLS.—We have two Teachers' Summer Schools which are conducted by local teachers under their own financial management. They furnish nearly all of the county's teachers. I have inspected and closely supervised these schools and always found them doing thorough grade work. I endeavor to send as many teachers as possible to the State Summer Schools. I get all my teachers to take some summer training that I can. I get about twelve of fifteen to take training in the State Schools each year and wish I could get all to go to these schools. I have kept the strictest observation on those who attend the State Summer Schools and have found that it has increased their work and capacity to benefit children from 50 to 75 per cent. If we could compel all teachers to attend these State training schools, the benefit would be immeasurable. It would do away with the necessity of county normal schools and be one of the greatest benefits to the children of the State. We have in lavish, extravagant and flood abundance too many of the so-called normal instructors.

VOCATIONAL TRAINING.—This county is beginning to take hold of the vocational work, that is, in the Corn Club and Canning Club work. Approximately 125 girls have received instruction in the Canning Club work, with great benefit to the county. The county commissioners dropped the Corn Club work two years ago. There were features which were unsatisfactory to them.

COMPULSORY SCHOOL ATTENDANCE.—There has been no movement in the county to have an election on the excuse and apology of the law passed by the last Legislature. This joker, dodger, local option excuse of a law is not what the friends of education in Bradford County and the whole State want (if we could get at the truth through other sources than office holders and office seekers), but a State-wide, mandatory, compulsory attendance law enacted by the next Legislature is what is needed and wanted.

SCHOOL LIBRARIES.—We have libraries in all the schools except some of the smaller rural schools. These libraries are not so well chosen as they would have been if they had been restricted in choice of books to the list of books recommended by the State. The trustees and School Board have been the victims of the book agents, and it will always be so until the trustees are restricted by law in such expenditures.

TEACHER-TRAINING DEPARTMENT.—This county has no Training Department. The two training departments in the University and Women's College are as cheap or cheaper than any county could afford, and are by far better equipped in all lines for teaching than any county training department could be.

TRANSPORTATION OF PUPILS.—We had Transportation, but for the past year it has been stopped, being unsatisfactory on account of local jealousies, and the want of hard roads. While we had it, the children and schools were greatly benefitted.

COUNTY SCHOOL BOARDS.—The present number of members are perhaps as satisfactory as five would be. Yet the amount of tax money handled by School Boards is larger than the amount handled by County Commissioners. If a competent County Superintendent was given more freedom from the School Boards by giving him a veto power over all actions of the School Boards in the plain cases of violation of the school laws, there would

be no need for enlarging School Board. He should have a defined ex-officio veto power over the School Boards whether consisting of three or five members. If five members, two should be retired every year.

UNIFORM TEXT-BOOKS.—I approve of uniform text-books in all grades of the high schools and the same methods of grading the rural schools, so that the child from the rural school can enter the high school.

STATE COURSES OF STUDY.—This course of study should embrace all grades from the first to the twelfth. The Legislature should provide for a committee of ten educated men, whose maximum qualifications should be literary college diplomas and lowest qualification should be a State certificate. The State Superintendent to be ex-officio Chairman of this committee of ten. This committee to report, print and promulgate such a course of study, and further provide for the enforcement of it.

FREE TEXT-BOOKS.—I favor the use of the hunter's license, fish Commission, and other outside funds to provide for free books.

PROGRESS.—Bradford County has made more progress in the last four years than the county made in twelve years before. The enrollment has been doubled, now aggregating 5,000 children. It has had perhaps double the amount of supervision and superintendence of any county in the State. Bradford, Dade, Orange and Hillsborough are the ranking counties in the State for growth in the last four years. One special and pointed evidence is the increased average attendance, something I have persistently and unceasingly worked for. The one mill tax (which is apportioned to each county on the average attendance and not on the enrollment) of last year was as follows: Amount paid by Bradford \$3,117.26; Amount paid back to county \$5,365.44; clear gain to the county of \$2,248.18. This gain can not be estimated or compared with the benefits the children of the county received from regular attendance. The work that it has taken to get

the attendance and other benefits has averaged thirty days of every month of my time, while the schools are running, with lots of night work.

COMPARATIVE EFFICIENCY OF TOWN AND RURAL SCHOOLS.—The largest amount of my hope, interest, time and work has been in the country schools. Country teachers have far more to contend with than town teachers. The country pupils are the country's brightest, safest and greatest future asset. Any Legislation looking to the betterment of the country schools is a thing always to be wished and worked for.

EXAMINATION SYSTEM.—Our Examination System is a good one, if we could only get honest and competent Superintendents to enforce and guard it. A State Board of Examiners, in my opinion, would, I think, with a careful discretionary and recommendatory power vested in the State Superintendent in the selection of this Board of Examiners, be a strong help and improvement of the present system.

NEW LAWS.—The greatest educational need of our State is competent teachers and competent school officers. The greatest drawback to progress in education in our State is that the school offices are political offices which can be obtained through political channels and used honestly or dishonestly, and our school tax, or children's fund, is wasted or unwisely used for selfish gain. The children of the State and counties need better protection of their interests.

We need a law requiring competency in School Boards and County Superintendents. For County Superintendents the law should require the holding of a Literary college diploma from a reputable and chartered literary college, (not Normal School), providing that the holder of such diploma or of a State Certificate, on which he has taught four years, may be eligible and have his name placed on the ballot by presenting to the School Board and Circuit Court Clerk his State Certificate, or college

diploma and evidence that he has taught four years under a Florida Certificate. Such a law would in a large measure take the important office of County Superintendent out of politics as well as give the children of the State protection. A law giving the counties the power to embrace the whole county as one Special Tax District and providing a Supervisor for each school would be of great benefit and no detriment to the educational cause.

Respectfully submitted,

F. G. SCHELL,
County Superintendent.

BREVARD COUNTY.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: In compliance with your request, I submit the following report:

The interest in schools, as noted in last report, still continues, as evidenced by the improvement along many lines.

NEW BUILDINGS.—We have now finished, and under construction 10 new buildings, containing, in all, forty rooms and three auditoriums. Three of these are reinforced concrete and fire-proof. They are all for white pupils. The cost of the buildings without equipment is \$125,494.36.

SCHOOL BUILDINGS REPAIRED.—The buildings, for the most part, are in fair condition. The cost of repairs for the white schools for the two years amounts to \$2,085; for the Negro schools \$659.48, but \$580 of that was for an addition to one of their buildings.

HIGH SCHOOLS.—We have not yet brought our high schools up to the standard adopted by the State.

At Titusville we have twelve grades; three teachers do-

ing high school work; fifty-one pupils in the high school grades; but we still lack the laboratory equipment and the Library. I think these will be added as soon as the new building is finished. Ten teachers in all.

At Cocoa we have twelve grades; three teachers doing high school work; thirty-five pupils in the high school grades; seven teachers in all; lacking in laboratory equipment and library. I think these will be supplied as soon as the new building is finished.

At Eau Gallie we have a twelve grade school; one teacher doing full high school work, and one doing part high school work; six teachers in the school; twenty-two pupils in the high school grades; lacking laboratory equipment and library.

At Melbourne we have a school of twelve grades; two teachers doing full high school work; seven teachers in all; twenty-two pupils in the high school grades.

This is an increase in the high school pupils, and high school teachers. I think that in the next two years that all of these schools will be standardized.

I think that our high schools should conform to the Standard adopted by the State Board of Education first, and if that is not high enough, get the best standard we can find.

TEACHERS.—We still have trouble in getting efficient teachers for some of our schools; and trouble to keep them after we get them in some schools. This is largely due to ignorance and indifference on the part of the ones most vitally interested in having good schools. Another trouble is due to the law as to time of engaging teachers. Our Board puts it off until many of the best teachers are engaged elsewhere.

SPECIAL TAX SCHOOL DISTRICTS.—Last year the people of School Board District No. 3, held an election and voted to dis-establish the special tax district as then constituted; and then by the proper petitions and elections divided the district up into four Special Tax School Dis-

tricts. We now have six such districts instead of three as formerly. They also voted a 3 mill tax in each of the six Districts.

BONDING DISTRICTS.—In 1915, Special Tax School District No. 1, called an election, voted itself a bond-district and authorized the issue of \$100,000 of 25-year, 6% coupon bonds to build and equip school houses. One house of six rooms and auditorium, is finished; and a fourteen-room house, with auditorium and gymnasium is almost completed; also a two-room rural school house. These are all concrete and fireproof. Other houses in this district will be built later.

In 1916, District No. 2, held an election and voted itself a bond-district, and authorized the issue of \$50,000 school bonds, 25-year, 6% coupon bonds; and have begun the erection of a 14-room school building with auditorium. It is to cost \$40,693, and to be ready for use next year.

Last year district No. 3, voted on a bond issue, but it failed to carry. There is a movement to re-submit the question at the end of the year. We are encouraged to think that it will carry this time.

SCHOOL SANITATION.—The most of the out-buildings have been put in condition to meet the requirements of Chapter 6836; but in many places, the children have undone the work by destroying the screens and other precautions.

TEACHING THE EVILS OF ALCOHOLICS AND NARCOTICS. We have insisted that the teachers comply with the requirements of the law. Several of them have bought the book, "Health is Wealth" and are using it, and some are using "The King and His Wonderful Castle."

UNIFORM TEXT-BOOK LAW.—I favor the uniform law and think it should extend to the high-school studies also. I think the texts should be selected by a Board of progressive teachers of the State. The books seem to be generally satisfactory to the teachers in this county. There is some serious objection to the Text in Grammar.

FINANCES.—At the beginning of the school year the county was out of debt. Just at this time, November, 1916, the County School Fund is over-drawn, by reason of the schools beginning before the taxes are paid.

The teachers are paid promptly. The Board issues a warrant for the teacher's salary. It is deposited in the bank, and the bank takes interest on the warrant until enough taxes are collected to pay it, and then the bank sends it to the treasurer and gets the money for it.

The bonded indebtedness is taken care of by a 5-mill special levy in District No. 1, and a 4-mill levy in District No. 2.

TEACHERS' COUNTY INSTITUTES.—Each year we have a four days County Teachers' Institute, and have prominent Educators of the State as instructors.

This is held during the week just preceeding the opening of the schools of the county, and all of the teachers are required to attend. The Board pays a part of the expenses of the teachers who attend all of the sessions of the Institute.

During the school year, 1915-1916, the teachers of the county organized an Educational Association, including the School Board and Superintendent in the membership. The Board paid the expenses of the teachers who attended. Because some of the teachers took advantage of the Board in this, and started in to have a good time at the expense of the county funds, the Board refused to pay their expenses for the year 1916-17; so the really interested teachers have taken up the work again this year and are carrying it on without the help of the Board. They are doing interesting and helpful work along educational lines.

TEACHERS' SUMMER SCHOOLS.—Six teachers of the year 1915-16 reported as having attended a Summer Teachers' Training school. All white. And 15 white teachers, and three negro teachers reported attendance in 1916.

VOCATIONAL WORK.—We have no school in which special

vocational training is given, but we are planning to put that into the high schools that are building new houses, as soon as the buildings are equipped.

CANNING, CORN AND OTHER STUDENTS' CLUBS.—We have a county farm demonstration agent, Mr. Alf. Neilson. He works under the direction of the Board of County Commissioners, and I have no data as to his salary. I expect him to work more with the schools this year than formerly.

We took up the Home Demonstration work last year, as an experiment, with Mrs. Mabel E. P. Gay as County Agent. The Board paid her \$300 for seven months work. The State and National Governments, together paid her an equal amount. The work was so satisfactory to all concerned that the Board retained Mrs. Gay as agent for another year.

They agree to pay her \$500 for ten months' work, and she is to receive a like amount from State and U. S. funds.

She reports "more than 100 enrolled" now. They are not reported separately as to sex.

COMPULSORY SCHOOL ATTENDANCE.—The question of Compulsory School Attendance has not been agitated in this county yet, and has not been voted upon. Some communities are thinking a little of trying it next year. There seems to be considerable sentiment in favor of such a law for the white children, and I believe it would carry in this county if a little effort were put forth in the right way. I am in favor of a State-wide, Mandatory Compulsory Attendance law for the State.

SCHOOL LIBRARIES.—No general attempt has been made in this county to establish School Libraries. A few schools are beginning to build up libraries, in a small way. I believe a State-wide "Library Propaganda" should be started, with interested persons behind it, who would select five good books for this year, to be put into every Rural school in the State, as a nucleus. Organize the

pupils into a "Pupil's Reading Circle." Provide a certificate of standing for each child who reads a definite number of books and makes report on them to the teacher in charge.

Then add a small number of new books each year, at the beginning of school. The certificates to be given each year to the children earning them. The child having five such certificates might be presented with some prize of some intrinsic value. This must be worked out more in detail when the actual work begins.

TEACHER-TRAINING DEPARTMENTS.—There are none in this county and I am not in favor of establishing one at present. We have not the facilities for conducting it properly; and I prefer to send my teachers to the State schools.

TRANSPORTATION OF PUPILS.—We have transported pupils to seven schools during these two years. Transporting 216 pupils, at a cost of \$5,776.90. An average cost of \$26.75 each for the term of seven months and a half; or about 17.8 cents per day per pupil.

COUNTY SCHOOL BOARDS.—I think that five members would be a better number for the School Board, and that they should be selected for office upon their educational, business and moral qualifications instead of political influence. The County Superintendent should be chosen in the same way, and be a member of the Board with a voice and vote in the proceedings. I favor the proposed four year term of Board members.

UNIFORM TEXT-BOOKS.—I approve of uniform text-books thruout the State, and I would extend it to the high school books.

STATE COURSE OF STUDY.—There should be a comprehensive State course of study, covering all grades from the primary to the twelfth grade. This should be compiled by a committee of educators, printed by the State Department, and furnished to the several County Boards

at a nominal cost. This would be possible if we had the uniformity outlined above.

FREE TEXT BOOKS.—No. Unless they are brought and given to the children as their own to have and to keep. Again No. With the same proviso. If the question means free to loan from child to child, then my answer is, NO.

PROGRESS OR RETROGRESSION.

	1913		1914	
	White	Negro	White	Negro
Schools taught	29.	7.	35	8.
Teachers employed	58.	14.	64	16.
Pupils enrolled	1171.	364.	1263	462.
New schools established past 4 yrs			9	2.
Schools transported and abandoned			4.	0.
High school pupils	102.	00	30	00.

The average salary of teachers has changed in 1914 to 1916, as follows: White males from \$72.40 to \$78.20; white females from 55.16 to \$54.86; negro males from \$45 to \$45.25; negro females from \$32.42 to \$31.83.

The decrease in the salary for women is due to the increase in the number of third grade and temporary certificates.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—Our rural schools are very little, if any, below the town schools in efficiency, except in special cases. In four years we have increased the length of term of the rural schools to eight months, the same as the town schools. The grades of certificates are uniformly as high in the rural schools as in the town schools. The equipment is not quite so good in the rural schools as in the graded schools, and with the number of grades to handle, the teaching cannot be so good as in the graded schools. I do not think the condition calls for special legislation at this time.

THE PRESENT EXAMINATION SYSTEM.—No. It is too

long drawn out. Too nerve-racking. There should be more examinations. At least, one or more about the first of May, if the present system is continued.

I like the idea of a State Examining Board, as suggested.

NEW LAWS RECOMMENDED.—I would recommend a law permitting County Superintendents to endorse State certificates from other States of the Union, and forbidding them to endorse third grade certificates from other counties of this State. I would recommend a law abolishing the third grade certificate, or restricting it to one year with no renewal.

OTHER SUBJECTS.—As this closes my term of office, I may be permitted to say, with some degree of satisfaction, that I can see a marked improvement in the schools of the county during the four years of my supervision, and to express the hope that improvements may continue under the supervision of my successor.

Respectfully submitted,

EDWIN E. MACY, M.D., A.M. of Ed.

County Superintendent.

BROWARD COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction,

Tallahassee, Florida.

Dear Sir:

Complying with your request for a statement in detail in regard to the progress of the schools of Broward County for the past two years, I take pleasure in submitting the following report:

NEW SCHOOL BUILDINGS.—Since the county came into existence October 1st, 1915, there have been several new buildings completed. Worthy of special mention is the

building at Pompano. This is a splendid, re-inforced concrete structure with four class rooms, an auditorium, principal's office, library and lavatories. The building is nicely furnished throughout; and is situated on a beautiful five acre lot, which is all cleared, and is now being planted in trees, grasses and flowers. More teachers have been added, and the work is progressing very satisfactorily. The new building at Hallandale, which has just been completed and put into use, is the most imposing and beautiful structure in that part of the county, which goes to prove that educational interest at Hallandale is taking the lead. This building is up-to-date in architecture, arrangement and equipment. It has five class rooms, library room, principal's office, lavatories, and a large auditorium. The spacious grounds and splendid building make this school site the community center. A new building for the negro race has also been erected at Hallandale. It is a great improvement over the old plan of renting the church building.

With the completion of the new building at Fort Lauderdale, a little more than a year ago, a big step forward in educational work was taken. The building is a modern, up-to-date, re-inforced concrete structure, and practically fire-proof, and was planned to take care of both the high schools and grammar grade departments. The present session is our second year in this building, and it is now taxed to its utmost capacity, in fact, we are renting two other nearby buildings to relieve the congestion. We are planning to have a separate high school building and several ward school buildings in the near future.

The Dania District has voted \$20,000 bonds for the erection of a new re-inforced concrete building at Davie, in the Everglades, and for an addition to the Dania school building. With a new building and equipment at Davie, we expect to make that school equal to the best in the county. With a new addition to the Dania school,

we plan to make that school a Standard Junior High School, according to the regulations of the State Board of Education.

HIGH SCHOOLS.—The Fort Lauderdale High School is the only Senior High School in the county. This school has grown considerably since your last bi-ennial report. At that time there were thirty scholars enrolled and four teachers. At present this school has an enrollment of ninety-three students, with a corps of seven teachers, all of whom are regularly certificated and have college degrees. The equipment has been enlarged and courses of study have been considerably extended and improved. With the hard surfaced roads leading into Fort Lauderdale from every section of the country, we have found it to be of great dvantage to consolidate the high school work by giving transportation to high school pupils to Fort Lauderdale from all sections of the county.

TEACHERS.—We have had very little trouble in getting a supply of legally certificated teachers. This East Coast is an attractive place to winter, and attractive salaries are paid our teachers; and so, the calibre of our teaching force has been improved from year to year.

SPECIAL TAX SCHOOL DISTRICTS.—Broward County is divided into five Special Tax School Districts. Each district has voted a special tax of three mills. This increase in our funds makes it possible to give all schools of the county an eight months term.

BONDING DISTRICTS.—Four of the districts have voted bonds for the purpose of constructing new buildings and for additional equipment. The total bonded indebtedness of the four districts amounts to \$100,000.

SCHOOL SANITATION.—The general condition of the building and grounds is cleanly and presents an inviting appearance. All out-buildings are screened, and special care is taken to meet the requirements of the State Sanitary Laws.

TEACHING THE EVILS OF ALCOHOLICS AND NARCOTICS.—In all schools of the county a special effort is being made to observe general health laws. Physical training is encouraged and the evils of alcoholics and narcotics are being emphasised. The booklet "Health is Wealth" has been furnished to teachers of the grammar grades by the Board of Public Instruction.

THE UNIFORM TEXT-BOOK LAWS.—The Uniform Text-Book Law is giving general satisfaction. The book stores are generally well supplied with such books as are needed. Most of the adopted books are satisfactory.

SCHOOL FINANCES.—Under the circumstances, the financial condition of Broward County is all that could be expected. When it came into existence on October 1st, 1915, we took up the work that had been put into operation by both Dade and Palm Beach Counties. Our treasury was empty and we were obliged to borrow from the banks a large part of the money for running expenses of last year. This has caused us to be somewhat in arrears with the general fund. This district funds are in good shape, with a balance to their credit. All teachers are paid. When there were no funds in the treasury, the Board borrowed money from the banks, under Chapter 6828, Laws of Florida.

TEACHERS' COUNTY INSTITUTE.—The Broward County Teachers' Institute was organized about a year ago with all the teachers of the county present. Subjects of special interest were discussed and a Teachers' Association was organized. This work is being kept up and is proving of special interest and value to the school work of the county.

CANNING, CORN, AND OTHER STUDENTS' CLUBS.—Our county has no farm demonstrator, but a Canning Club agent has been appointed by the State Department, and Canning Clubs are being organized throughout the county. A Pig Club was organized during the past summer by the County Superintendent. Nearly 100 school

boys joined the Club, and each member has been supplied with a registered Duroc-Jersey pig. The boys have made wonderful progress in their Pig Club work. All of the pigs are growing beautifully and are expected to be put on exhibition at the Broward County Fair, which will be held during the last part of February, 1917.

COMPULSORY SCHOOL ATTENDANCE.—The Compulsory School Attendance Law has been voted upon and put into operation throughout the entire county. We have not sufficiently tried out the law to speak intelligently as to results.

SCHOOL LIBRARIES.—Considerable interest has been manifested in the establishment of school libraries in all of the schools of the country. Trustees of several districts make appropriations each year to enlarge the libraries. Our motto in regard to school libraries is: "Books are Teachers' and Students' Tools."

TRANSPORTATION OF PUPILS.—The transportation of pupils has given the County Board more or less concern owing to the fact that it has been hard to regulate the system, and to deal equitably with all sections of the county. It is the policy of the Board to establish a school or give transportation to any community where there is not less than ten grammar grade pupils, or where there are not less than six high school pupils. Transportation is considered a substitute for a school.

UNIFORM TEXT-BOOKS.—I most heartily approve of a uniformity of text-books and a uniform course of study for the grammar grades.

I should also recommend that a uniform standard course of study for the high schools be adopted by the State Board of Education.

Respectfully submitted,

J M. HOLDING,
County Superintendent.

CALHOUN COUNTY.

Blountstown, Florida, Dec. 8th, 1916.

Hon. W. N. Sheats,

State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

I have the honor of submitting to you the following brief report of the schools and the school work in Calhoun County for the two years, ending June 30, 1916:

NEW SCHOOL BUILDINGS.—During the last two years we have spent \$3601.49 for new school buildings and \$971.54 for repairs of buildings. This money was spent in the rural districts for one and two room school buildings, and these buildings, I am glad to say, are somewhat modern in arrangements, due consideration being given in the lighting, the ventilating and general arrangements in the planning.

We have found that the cost of a good, substantial and properly lighted and arranged school house over the poorly arranged and carelessly thrown together is not so much. And then we have something that the community appreciates, that the children appreciate and something that stands for and is worth the money invested.

Expenditures during the two years, ending June 30th, 1916:

For salaries of teachers, \$23,885.80; new school buildings, \$3,601.49; repairs of buildings, \$971.54; school furniture, \$1,059.90; insurance of school buildings, \$444.00; school lots, \$485.00; free books, \$336.54; apparatus, \$164.31.

HIGH SCHOOLS.—We cannot report a single high school. We have the required number of pupils in the ninth and tenth grades in the Blountstown school to class it as a Junior high, but owing to the fact that we are not maintaining this school for the full eight months and that our principal does not hold either a State or special

certificate, prevents us from classing it as a Junior high school. We hope, however, to be able to class it as such in our next bi-ennial report.

TEACHERS.—While our teaching force is fairly good, and while our teachers, as a whole, are growing more efficient, there is room for improvement and the times demand it. We have very little trouble in supplying our schools with loyal certificated teachers, especially our rural and lower grade schools.

The salaries of our teachers range from \$25 to \$100 per month; negro teachers get \$20 per month. The average monthly salary of our teachers 4 years ago was, males, \$31.51; females, \$34.01; negroes, \$20. The average monthly salary of our teachers now is, males, \$47.28; females, \$38.78; negroes, \$20. The records show that four years ago we had an enrollment of 1326 white, and 415 negro children. The records show that we now have an enrollment of 1718 white, and 377 negro children.

SPECIAL TAX SCHOOL DISTRICTS.—We have 21 Special Tax School Districts, which includes practically all the territory in the county, only a small bit of territory remains undistricted. All the districts levy a three-mill tax, bringing in a revenue of from \$40 to \$750 to each district. This money is used for lengthening the term of schools, for supplementing the salary of teachers, for supplementing the county appropriation for new buildings, etc. We have 32 white schools and 11 negro schools, all of which are in special tax districts, except one little white school and one negro school. We have one six teacher, one five-teacher, one three-teacher, eight two-teacher and 21 one-teacher white schools, all of which we maintain for a term of six months; 4 negro schools, 4 months.

BONDING DISTRICTS.—We have had but one district to vote bonds, viz: Special Tax School District No 16, and it being the only district that has attempted to carry a bond issue. The \$3,500 bond issue of this dis-

trict (No. 16), mentioned in my last bi-ennial report, was sold, but it was soon discovered that the district was not legally established and the bonds were redeemed. Since that time the district has been legally established and a bond issue of \$15,000 voted. We hope to have with this money, by the next scholastic year, a nice, modern six-room school building, with an auditorium, erected.

UNIFORM TEXT-BOOKS.—We favor the uniform text-book law, yet we do not get as good a grade of books, as to workmanship, as we did before this law was enacted. I think the Text-Book Commission should think of and look after this in making new adoptions. Our agent keeps us fairly well supplied with books. We have a book list with the prices printed, which we send out to the teachers with instructions, where the agent is unable to supply these books, to order them direct from the book companies. So we avoid having much trouble with the book proposition. I have no special objections to the others, but I am in favor of changing the present adopted arithmetics. I find that practically all of my teachers are in favor of a change.

SCHOOL FINANCES.—We are in debt, but our financial condition is not serious. Owing to the fact that only a very small per cent. of our taxes are paid before late in the spring, and owing to the fact that two-thirds or more of the expenditures for salaries of teachers come between July and January, it makes it necessary for us to have to borrow about \$8,000 for a period of eight or ten months in the year. We levy the maximum 7 mills, and our warrants are always worth par. If our taxes could be paid in the fall, when they should be, and we could put off opening our schools until the first of October, I see no reason why we should have to borrow but very little, if any, money. Most all of our Special Tax School Districts, financially, are in fairly good shape.

TEACHERS' INSTITUTE.—We have an organized Teachers' Association, but owing to our county being 25 or more

miles wide, and 70 long, with practically no railroads in the county, it is impractical to assemble the teachers of the county into institute meetings more than once a year. But we hold a two-days' meeting every year, and we believe that it is an incentive to the teachers, and we feel that a great deal is being accomplished for the betterment of the schools by these meetings.

COMPULSORY SCHOOL ATTENDANCE.—We have had one district to vote on this question, but the result was against compulsory attendance. I hear very little talk and no movement contemplating putting it into operation. I think the remedy to make it a success would be a State-wide, mandatory compulsory attendance law. Public sentiment in this county seems to be in favor of such a law.

SCHOOL LIBRARIES.—We advocate the school library, and we have several schools with libraries worth from \$50 to \$100. What libraries we have, however, are in the more wealthy Special Tax School Districts; but we are encouraging School Improvement Organizations in which the children and the teachers can have a hand in raising some funds to add to the libraries and start new ones.

STATE COURSE OF STUDY.—I think there should be a State Course of Study, and I think it should embrace all the grades from the 1st to the 12th, inclusive. I believe the Legislature should provide for a committee to adopt, print, and promulgate such a course.

FREE TEXT-BOOKS.—I am not in favor of the free text-book system. I am not in favor of using the present school funds, nor the hunting licenses, fish commissions, or any other money that is, or may hereafter be, appropriated for school purposes, being used or spent for free books. It is my experience where people will not, and are not interested enough to send their children to school on their own books, they are not going to send them much on free books. Of course there are a few people that would send

their children to school, who are just not able to buy the necessary books. In such cases there is a law that gives the School Board the right to furnish the children of such unfortunates with free books, and that, I think, is as far as the free book proposition should extend.

In conclusion I wish to say, taking all things into consideration, I am very well pleased with the progress that our schools have made in the last two years. The people have co-operated with us splendidly and the school spirit among the masses is growing stronger every day.

Respectfully submitted,

J. FLAKE DURHAM,
County Superintendent.

CITRUS COUNTY.

Inverness, Fla., December 1, 1916.

Hon. W. N. Sheats,

State Superintendent Public Instruction,
Tallahassee, Fla.

My Dear Sir:

In compliance with your request, I herewith beg to make the following report of the condition of the schools of Citrus County. As you know, I am filling out an unexpired term, and have only been in office a little more than a year, and am therefore not fully conversant with conditions prior to that time.

HIGH SCHOOLS.—We have three high schools in Citrus County, as follows: Inverness, with an enrollment of 224, of which 44 are in the high school department; Floral City, with an enrollment of 97, and 15 above the eighth grade; and Crystal River, with an enrollment of 95, and 8 above the eighth grade. The Inverness high school fully measures up to all the requirements of the State Board. There are four teachers in the high school department.

three doing exclusively high school work. We have an excellent nucleus for a library and laboratory. About \$500 was put into them the present term. The Floral City school has one teacher giving whole time, and one part time to the high school, and has a nice start towards a library and laboratory. This school is doing excellent work.

TEACHERS.—We have an excellent body of teachers in Citrus County, who are, as a whole, doing fine work. It seems to be hard for all the teachers to fully realize the great importance of their profession, and to measure up to the high standard required of those who succeed in this noble calling. I am highly pleased with a large majority of our teachers, and the excellent work they are doing. A large number of our teachers are Citrus County girls. We have experienced no difficulty in securing teachers, except for the colored schools. It is very difficult for the negro applicants to pass the regular teachers' examination, and for this reason the supply of negro teachers is very limited. The majority of the negro schools do not have pupils above the sixth grade, yet the teacher is required to pass an eighth grade examination. I believe another grade certificate should be established, called the Fourth Grade, and questions based on the sixth grade be given in the examination for such certificates. Teachers holding this Fourth Grade certificate would not be permitted to teach above the sixth grade.

SPECIAL TAX DISTRICTS.—There are 16 special tax school districts in Citrus County, with a total of 23 white schools and 9 colored schools. There are 888 white pupils enrolled and 419 colored. Fourteen of these districts levy a millage of three mills and two a millage of two mills.

TEACHERS' INSTITUTE.—Citrus County has an organized Teachers' Association, with G. H. Williams, Principal of the Inverness school, as President, and Miss

Rena Turner, Secretary. A fine program was carried out at Inverness on November 29th, 1916. Regular meetings were held in 1915-1916. I believe that these meetings do a great deal of good for the teachers and schools, and should be encouraged. All teachers should be required to attend and take part.

SUMMER SCHOOL.—A summer school for the county teachers was held at Inverness for six weeks, prior to the teachers' examination in June 1916, and I am sure a great deal of good resulted. There were 45 teachers and prospective teachers enrolled. We intend to make the county normal a permanent institution, not to take the place of the State Normal, but as a supplement to it. A large number of our teachers attended the summer schools at Gainesville and Tallahassee. Our Board provides that the salaries of all such teachers as attend one of the State or county normals shall be supplemental \$5 per month.

COURSE OF STUDY.—I believe strongly in a course of study for the guidance of the schools, that the work may be uniform and standard. A State Course of Study would be a great improvement over the present system of separate county courses of study. The Legislature should appoint a committee of five educational men of the State, to be composed of two County Superintendents and three practical teachers, to adopt a course of study embracing all the grades from the first to the twelfth. Such course of study to be printed by the State and furnished all the counties.

There are numerous other subjects that I might discuss here, but time and space forbid. I will be glad to address another communication to you later in regard to new plans and amendments to existing laws.

Yours very truly,

H. J. DAME,
County Superintendent.

CLAY COUNTY.

Green Cove Springs, Fla., Dec. 1, 1916.

Hon. W. N. Sheats,
Tallahassee.

Dear Mr. Sheats:—

Complying with your request, I am sending herewith condensed answers to the two dozen questions asked. Question 24, viz.: "Progress or Retrogression" covers eight years up to January 1, 1917. Other data two years only.

NEW BUILDINGS.—West Tocol school building 25x30, hip-roof, metal cover, novelty siding, dressed floor and ceiling with flue built from ground, windows hung on weights so as to ventilate from the top; cost \$397.64, not counting the framing, which had been used in the old building, \$100 paid from special tax district fund, balance from general fund.

Montezuma school building, our regulation size, viz.: 20x30, barn-roof, finished as above with boxed in rafters and projections, cost \$402.94 from general funds. Kingsley, school building, same size and plans, cost \$383.18. Some old framing was used in this. All three buildings are for whites, and painted with creosote. I have learned to have some one other than the carpenter put on the creosote, as the carpenter will put it on when his scaffold is up, and when scaffold is down he will color the part covered by the scaffold with the bottom of the creosote, which is always the darkest when not properly stirred, and which makes a blotch on the side of the house. The Clay County School Board has quit buying good lumber for amateurs to butcher up, just because "I live in the neighborhood and need the work."

REPAIRS ON BUILDINGS.—During the be-ennium I have spent \$1,147.54 for repairs on white school buildings, \$351.45 was paid from general fund, the balance from Special Tax District fund No. 6. This district ceiled

and painted every school house in the district save two which are hemmed in by camphor farms and cattle ranches in such a way as to make the permanency of the sites doubtful. For colored schools, \$251.53 have been spent for repairs. Special Tax District No. 12, paid \$127.55, general fund the balance.

HIGH SCHOOLS.—We attempt one high school only. maintain twelve grades, fully up in curriculum to the Buckman Bill,—let the other fellow name it. The principal holds a State Life certificate and his assistant in high school work has a State certificate. The necessity of securing a play ground at once, so as to save same to posterity, has delayed the purchase of goods necessary to meet the States' tentative requirements for accredited high schools. This defect can be met from next year's appropriation without curtailing running expenses. Our graduates from the twelfth grade manage to get in the best colleges and hold their own among pupils more profoundly blessed. This school has 10 in 9th, grade, 8 in 10th grade, 4 in 11th grade, and 5 in 12th grade: total enrollment 289. Monthly average attendance 260, with six teachers in the lower grades. There are 38 pupils in the 8th grade, many of them were in that grade last year, and some others completed high school work last year.

TEACHERS.—Our supply of teachers for rural schools is ample, but the number of 3rd grade teachers holding 2nd grade jobs is appalling. Board should cut out all preparatory work and train the teachers already holding certificates. Teachers in the Graded and High schools attend Summer Schools because it is required of them to keep in line with school work so as to get their jobs. Rural teachers are not held to so strict accountability and camp on easy street. Find the remedy.

SPECIAL TAX SCHOOL DISTRICTS.—No. 1, Middleburg, one colored school; No. 2, Pecria, one white; No. 3, Orange Park, one white and one colored school; No. 4,

Highland, lapsed for want of voters in district; No. 5, South Clay, nine white and one colored school;; No. 6, South Clay, twelve whites and four colored schools; No. 12, Green Cove Springs, one white and one colored school. This covers the entire county. None of these districts have issued bonds.

OUT BUILDINGS.—The out-building condition is a problem. This county spent \$805.32 in an attempt to comply with Chapter 6836. I attempted to fly-proof the box only. Screen doors are an absurdity at a school house. Anything that will keep a fly out will keep her in, and the children will see to it that she gets in, and one careless or deliberate act will do the balance. Where drainage will not admit of a pit, I screen the back. Screen wire will last boys one year only. Girls are not so expensive. Taking the State at large this is a good law poorly executed.

HEALTH IS WEALTH.—The teaching of this apology is mandatory in Clay County. Board buys the books and the Superintendent is supposed to collect for same, after mailing them out to the teachers, who are required to use them.

UNIFORM TEXT-BOOK LAW.—Agents are well supplied and are prompt in making exchanges. This is our first year with State adoption and I withhold opinion as to needed changes.

SCHOOL FINANCES.—The general fund has a \$10,000.00 debt in New York. These warrants are to mature \$1,000 July 1st, each year, until paid, interest six per cent. semi-annually. Board funded all floating warrants under the new law. Counting taxes due, which are now paid, this fund carried a surplus of \$1,000, after retiring the warrants due July 1st, last past. Net debt is about \$9,000 July 1st, 1916.

Special Tax School District No. 12, Green Cove Springs, owes \$681.51 after getting in the taxes. Other districts nominal. Combined Special Tax Districts carry about

\$1,000 net surplus. All warrants issued for running expenses are stamped payable at the local bank, and draw 8 per cent. interest on daily average balances. The amount falling due each year is included in the annual budget and taken care of. Board will pay out in ten years without retrenchment.

SUMMER SCHOOLS.—Three teachers attended Gainesville, one Tallahassee, one University of Tennessee, and two, who live in Clay County, and teach elsewhere, attended University in New York State.

VOCATIONAL WORK.—Nothing doing. Not able to pay for the best, and do not want anything else.

STUDENTS' CLUBS.—In 1915 we had a County Demonstrator and a Canning Club Agent. Both did excellent work among the student body. In 1916 there was a County Demonstrator only. He did good work among the boys. In reconstructing the county finances to meet the new laws, we found it necessary to retrench and the farm and kitchen business was cut out. W. E. Brown was the demonstrator and was taken care of by the county commissioners, citizens and the usual farm appropriation. His pay was \$1,200. Miss Lonnie Landrum, of DeFuniak Springs, was paid \$100 per month for six months, one-half by the Agricultural Department, \$100 by the County Commissioners, and the balance by the School Board. Miss Landrum proved to be an expert organizer, and Escambia County drew a prize when it secured her services in 1916. Mr. Brown recently removed to Alachua County.

COMPULSORY SCHOOL ATTENDANCE.—This law is a good intention with no chance to win. The yeomanry of Clay County would knock that apology into a cocked-hat. It would take one month off of every school to enforce it, and the truant officer would go home across lots a-crying after each and every court. It might work in Special Tax District No. 12, Green Cove Springs. The School Board has diverted every pupil possible from this school

on account of the congested condition. Some one else may try that law when this deponent is far, far away.

TEACHERS' TRAINING DEPARTMENT.—This county should have this under State auspices in lieu of the two months given each year for certificate mill. The difference in cost is insignificant. Want of house room has kept it off so far. A school that is taught with a view of getting a certificate and no training is a menace to education.

TRANSPORTATION OF PUPILS.—Experience has taught this county to transport only when it is too far to walk, and not enough pupils to run a little school. The intention is good, but in this county the execution has always been poor.

COUNTY SCHOOL BOARDS.—The present plan of nominating members by voters in this district only is bad. It gives two country members a chance to bully-rag the one from town. Yes, put on one more member and let the County Superintendent vote. A good woman is always better than a sorry man. Put some of them on.

UNIFORM TEXT-BOOKS.—After going to the expense of putting on uniformity it is better to adhere to it and enforce it from top to bottom. There is more necessity in the high school than in the grammar schools because the books cost more. It takes a lynx-eyed superintendent, with at least a high school education, to prevent each new high school teacher from slipping in the books with which they are more familiar. Teachers are not to blame for this. I would want Bingham's Latin books, but every one is entitled to his choice. School books are adopted in State groups. Florida should stand by her section.

STATE COURSES OF STUDY.—A State course of study is imperative. Without it Uniformity is annulled. Draw a school bill embracing every grade, from the chart to the twelfth grade, and get the Legislature to pass it. Enforce it by making it mandatory. By an oversight

Florida history was put in the sixth grade here in changing to State Adoption July, 1916. It was a lucky error, as it proved to be the place for it. But other schools put it in in last, and we are out of line.

FREE TEXT-BOOKS.—If the boards buy any free books at all it is just as well to buy all, as many get them who are able to pay for them. But here is the trouble—books carry disease. Scarlet fever was contracted here this term of school from books used in a city two years ago. The expert knowledge of the afflicted parents, alone, prevented a panic, and the mussing up of that school house with high flavored disinfectants. That family are not agitating loans of books now not even among cousins. Hunting license money is not much of a cash asset without a special officer to enforce the law. Free text-books is a necessary adjunct to a compulsory school law.

PROGRESS OR RETROGRESSION.—When I came into office eight years ago the Green Cove Springs school was held in an old five-room wooden building, now it occupies a \$10,000 brick-concrete building with commodious play grounds. A one-room wooden building was erected this year to accommodate the overflow. Orange Park school was taught in the town hall, it now occupies a house and grounds worth \$3,000. Middleburg school house has been renovated at a cost of about \$800. Pine Grove school was being taught in a log school house, that was torn down and replaced at once. Highland got a new \$500 school building. Eleven new rural school buildings have been erected. Eight other buildings have been ceiled and painted. All other buildings are of dressed lumber, and have ample grounds and sanitary surroundings. Adequate school buildings cover the entire county like the dew. All schools in Special Tax District No. 6 and many in other Special Tax Districts are supplied with maps, eight to the set, globes and New International Dictionaries. All teachers' salaries have been raised and the force is nearly, but not quite, equal to the requirements.

The finances are so greved that, with care enough to keep officers out of prison, all will be well under the excellent financial system inaugurated by our efficient Comptroller, et al.

COMPARATIVE EFFICIENCIES OF RURAL AND TOWN SCHOOLS.—As a rule, town schools have the best teachers, because they are selected by trustees who are practically named by the board, at least they have no active opposition. Rural teachers circulate petitions and often times rural schools get teachers in this way whom the Superintendent knows to be incompetent. Sometimes he heads them off but oftener he is tired and lets it go. A law limiting the salary of a third grade certificate would help the cause some, though it would not cure it.

THE PRESENT EXAMINATION SYSTEM.—The present law is so well understood that a change of some sort is desirable. It is an easy matter to drill for an examination held, year after year, from the same set of text-books. Grading committees differ widely. A State committee would equalize all certificates of a like grade. A State Board of Examiners would beat the present system as now in vogue. Suppose we try it?

Respectfully submitted,

W. H. BRIGGS,
County Superintendent.

COLUMBIA COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:

In compliance with your request for a general report, covering a period of two years, of the schools of Columbia County, for your Bi-ennial Report, I beg to submit the following:

NEW SCHOOL BUILDINGS.—During the past two scholastic years we have built ten new school houses, five for white and five for negro children, at a cost of nearly \$8,000; nine of them were frame buildings and one brick building. The brick building was erected at Fort White. These new buildings gave 21 new rooms. All these buildings were built from the County School Fund.

SCHOOL BUILDINGS REPAIRED.—About \$2,000 have been spent in repairing and adding additional rooms to school buildings in the country districts where same were needed. Practically all the schools, both white and colored, in the towns and in the rural districts are in good condition.

HIGH SCHOOLS.—The Columbia High School, located at Lake City, is a Senior high school and is fully equipped in every particular for high school work. The high school work is carried on in a handsome, two story brick building, and the grammar school is in a splendid two story frame building. The buildings are located on a five acre plot in a pine grove on West Duval street. The enrollment of the school has nearly reached the 500 mark and of this number nearly 100 of them are high school students. Fourteen teachers are employed in the school. The commercial department, which was added two years ago, is doing excellent work. The Junior high school, located at Fort White, has an enrollment of over 100 pupils, with a faculty of four teachers and is doing high school work through the tenth grade, while they also have a music teacher with a splendid class of about 30 pupils.

We have several other schools that are doing excellent grade work and with a little more help and stronger patronage, would be regularly classed as Junior high schools; viz.: Watertown, Hagan, Columbia, Summer-ville, Ellisville, Mt. Tabor, Corinth and Midway. Also

several other graded schools that are doing good work and acting well their part in preparing the children for higher education.

NEGRO SCHOOLS.—Richardson's Academy, located at Lake City, has an enrollment of over 400 pupils and nine teachers. The school is doing good grade work and would be a Junior high school if the teachers were properly certificated. We have several other one and two-teacher schools in the rural districts that are doing good work. We have an industrial teacher for the rural schools, who is doing good work throughout the county; this has been made possible by an appropriation from the Anna Jean's fund by Dr. James H. Dillard, President.

TEACHERS.—We have an adequate supply of teachers in the county, that is, white teachers, and I have only had few occasions to issue temporary certificates. We think that our teaching corps will compare very favorably with that of any other county in the State. It comprises about 70 white and 45 colored teachers, several of them holding life or State certificates and many of them being graduates of normals or Colleges. We employ very few third grade teachers. Salaries of white teachers range from \$35 to \$175 per month, the average being about \$70 per month, while the colored teachers receive on an average of about \$25 per month.

SPECIAL TAX SCHOOL DISTRICT.—We now have ten Special Tax School Districts embracing 27 schools for white and colored. Most of these districts levy a three-mill tax, and the funds thus raised aid in giving longer terms and better equipment for the schools within the districts.

TEACHING THE EVILS OF ALCOHOLICS AND NARCOTICS.—The evils of alcoholics and narcotics are being taught in the schools of Columbia County. Several of the teachers have supplied themselves with "Health is Wealth."

The Women Christian Temperance Union is co-operating with teachers and helping them to carry on this great work.

UNIFORM TEXT-BOOK LAW.—We are a strong believer and supporter of the Uniform Text-Book Law. Our local agents usually keep the books on hand, but in some instances the teachers have had to order the books for the pupils. We do not approve of any radical change in the books adopted, as it would be a hardship on the patrons of the schools, but if changes are to be made, we would suggest a change in the English and the Readers.

SCHOOL FINANCES.—At the close of the scholastic year ending June 30, 1916, the county school fund was in debt \$20,746.47, the district fund was in debt \$488.61, making a total indebtedness of \$21,235.08. At the time the annual report was made, statistics showed that there was \$12,000 of school money uncollected, this amount taken from the total indebtedness leaves a net indebtedness of \$9,235.08. Our warrants are always worth their full face value and are as readily accepted by the banks as any check of draft. Through the careful management of the School Board, they have been able to secure most of the funds to pay current expenses at a low rate of interest.

VOCATIONAL WORK.—The only vocational work that has been carried on in this county was the Boys' Corn Club and the Girls' Canning Club among the white children. Classes of Domestic Science and Industrial work have been organized among the colored children by the Industrial teacher. We hope to see the day come when Columbia County will have well organized industrial and agricultural schools with a well arranged course of study that will teach the boys and girls how to make their own living. We believe that a cottage for the teacher on the school lot would greatly aid in establishing industrial and agricultural schools.

STATE COURSE OF STUDY.—As we have a State Uniform

Text-Book Law, we should be all means have a Uniform State Course of Study. We believe that the books should be uniform in all the grades and the course should embrace all the grades from the first to the twelfth. We hope that the next Legislature will see its way clear to make an appropriation sufficient and provide for a committee to adopt, print and promulgate such a course.

FREE TEXT BOOKS.—If hunting license, fish commission and other outside funds could be used to supply books without using the present school fund, we believe that the Legislature should frame a text book law.

THE PRESENT EXAMINATION SYSTEM.—We believe that the present examination law has about served its usefulness and that a new law should be passed giving us a State Examining Board composed of six members, two for each Congressional District. If this can not be done we would suggest some amendment to the present law regarding the certification of teachers. The holder of a second or third grade certificate should be granted a first grade certificate upon a creditable examination in the following branches: English, Civil Government, Pedagogy, Algebra and Physical Geography.

PROGRESS AND RETROGRESSION.—We are glad to report that the schools of Columbia County have steadily increased from year to year in their enrollment and average attendance. During the eight years of my administration in the office of County Superintendent there has been more real progress along educational lines than any other period of years in the history of the county, as shown by the annual reports from the County Superintendent to the State Superintendent.

COUNTY SCHOOL BOARD.—We do not approve of any change in the number of School Board members, and the method of selecting them, we think, is a fair one. We believe three competent men as members of the Board and a school man holding nothing short of a first grade certificate as Superintendent and ex-officio member of the

Board can administer the official duties of the office in such a manner as to obtain desired results. Members of the Columbia County Board of Public Instruction are good business men and have given the educational affairs of the county their closest attention, and have provided school facilities as best they could with the limited funds of the county.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—We have tried to keep the rural schools graded and up to the standard, thus giving the country children all the advantages that children generally enjoy that live in town. It is our aim to make it possible for a child to obtain as good a common school education living at home on the farm, as it can get by going to town.

The old school buildings in the rural districts have in many instances been replaced with nice new buildings, painted and equipped with patent single desks, charts, maps and globes, the same as the town schools; of course there are conveniences in town that cannot be had in the country, but we are glad to state that pupils coming from the rural districts are able to enter the grade of work of our town schools, and are the ones, as a rule, to complete the high school work and receive their diplomas.

CONCLUSION.—As this is probably my last Bi-ennial Report, I take pleasure in extending my sincere thanks to the Hon. State Superintendent, W. N. Sheats, and those associated with him in his office for their kind assistance which they have rendered me from time to time during my administration. I also wish to express my heartfelt appreciation to the people of Columbia County for their great co-operation in this great work, and also to the County School Board who have assisted me in overcoming the difficult school problems, which have confronted me from time to time.

It is my earnest desire to see the educational interest

of both county and State grow and make rapid strides along all educational lines, thus keeping our standard on as high a plane as that of any State in the Union.

Respectfully submitted,

J. W. BURNS,
County Superintendent.

DADE COUNTY.

Miami, Fla., November 25, 1916.

Hon. W. N. Sheats,
State Superintendent,
Tallahassee, Fla.

Dear Sir:—

I beg to submit herewith my report for the bi-ennium for the years 1914-1915, and 1915-1916.

NEW SCHOOL BUILDINGS.—Seventeen modern, concrete buildings have been erected within the last two years, though work on several was started before July 1, 1914. The total amount expended for these new buildings is \$251,194.61; however, the amount of \$36,860.56 was expended for a public school building in Ft. Lauderdale in Broward County which was created at the last session of the Legislature. This leaves a net amount of \$214,334.05 expended in Dade County proper. The funds used in the construction of these buildings were derived from the sale of special tax school district bonds. Two districts have since issued bonds for \$10,000 and \$25,000, respectively, for new buildings which should properly come in the next bi-ennial report.

SCHOOL BUILDINGS REPAIRED.—Owing to the fact that the policy of our Board is to erect concrete buildings, the amount expended for repairs has been very small. The largest item of repairs has been that for plumbing.

HIGH SCHOOLS.—We have now in Dade County two Senior High Scholls as follows:

Miami High School, 274 pupils; Homestead High School, 32 pupils. There are five other schools doing high school work, some of which should be accredited Junior High Schools; namely: Redland Farm Life School, 13 pupils; Ojus School, 10 pupils; Larkins School, 5 pupils; Lemon City School, 16 pupils.

I am in favor of High Schools being required to measure up to State School Regulations, but I earnestly urge that the regulations be so modified as to make it possible for more of our High Schools to be accredited. I also recommend that regulations be adopted making the work in the High Schools more uniform throughout the State, clearly defining the number of units required for graduation, and giving credit for vocational training, especially Home Economics and Manual Training.

TEACHERS.—The supply of efficient teachers is limited, and I have had considerable difficulty in getting enough teachers legally certificated. The average monthly salary paid teachers for 1915-1916 was \$84.60. The average monthly salary paid teachers for 1913-1914 was \$59.42, an increase of \$25.18, or 42% increase in two years.

SPECIAL TAX SCHOOL DISTRICTS.—Dade County is subdivided into ten Special Tax School Districts embracing all of the territory of the County. Of these Districts eight have issued bonds within recent years with which modern, fire-proof buildings have been erected.

SCHOOL SANITATION.—In all of the schools except a very few, sanitary plumbing has been installed, and several of the rural schools have water pressure systems and septic tanks for sewerage disposal.

THE SHARON LAW.—An effort has been made to faithfully carry out the provisions of Chapter 6832, Session Laws of 1915. All of the schools report that they are faithfully observing this law. The book "Health is Wealth" has been supplied to all of the schools by the Board.

UNIFORM TEXT-BOOK LAW.—On the whole, I think the

Uniform Text-Book Law has been a success in Florida. The school books now in use are not generally approved. In my opinion there should be a change in the Readers, Spelling Books and Histories, and a good text-book in Grammar should be adopted. I am not satisfied with the adopted Writing Books, and would much prefer a writing system similar to the Palmer.

SCHOOL FINANCES.—The Special Tax District accounts are in good condition but the County fund is in arrears. This has been caused by our having to increase teachers' salaries, and by the fact that the rapid increase in population is much greater than the increase derived from taxation. This year, however, our assessed valuation has been raised materially, and we will have sufficient funds to meet this year's budget, with a balance to apply on the outstanding indebtedness. Our county is levying the full seven mills for the general school fund.

COUNTY TEACHERS' INSTITUTE.—Heretofore we have been having an annual Teachers' Institute, which meets in conjunction with the County Teachers' Association for a two days' session, Friday and Saturday after Thanksgiving each year. In addition to this I have for the past year called the principals together in meetings one Saturday in each month, which I have found less cumbersome than a county institute, and through which I can keep in close touch with the work of the teachers.

SUMMER SCHOOLS.—Some thirty of my teachers have been attending Summer School under State auspices. We are greatly handicapped by the distance our teachers have to travel to attend these schools, but those who have attended find the work well worth while.

VOCATIONAL WORK.—I am glad to say that Dade County has taken the lead in vocational training. Six of our schools have well equipped departments in Home Economics; five in Manual Training; one in Commercial; and one in Agricultural Work. About 150 students are taking vocational training in the county.

CANNING CLUBS.—Dade County has one Canning Club agent, Miss Genevieve Crawford, who is paid a salary of \$100.; \$50 from the county and \$50 from the U. S. Department of Agriculture. Her work in this county has been very successful.

COMPULSORY SCHOOL ATTENDANCE.—Dade County, as a whole, voted almost unanimously for compulsory school attendance, it being the first County in Florida to take advantage of the Law. It is successfully administered in this County. I favor a State-wide compulsory attendance law. I am sure that the sentiment in this county will be overwhelmingly in favor of such a law.

SCHOOL LIBRARIES.—Nearly all the schools of the county have well selected libraries of about 150 volumes each for the schools, and in some of the larger schools libraries ranging in size from 200 to 600 volumes. One plan that I have found successful is the offer of the Dade County School Board to appropriate \$1.00 for every dollar raised by any community for a school library.

TEACHER TRAINING.—We have not yet been able to establish a Teacher Training Department in Dade County for the reason that we were not able to meet the requirements adopted by the State Board of Education.

TRANSPORTATION OF PUPILS.—The system of consolidating schools and transporting pupils, in lieu of establishing small schools in rural communities, has been the policy of our Board. In one Special School District seven small schools, having from one to four teachers each, have been consolidated. Bonds were voted for \$25,000, a large and commodious concrete building has been erected, and this District now has a school which is equal to those of the city. The sentiment in this county is very strong for transportation and consolidation. The greatest difficulty in the way is that this plan is a little more expensive, but the results obtained fully justify the increase in cost.

COUNTY SCHOOL BOARDS.—The present number of mem-

bers of the School Board is satisfactory in this county; though I would not be opposed to the plan of having five members of which the County Superintendent shall be ex-officio the fifth member. The plan of electing for four years, and only two retiring every two years, I think, would be good.

STATE COURSE OF STUDY.—With the uniform system of text-books there certainly should be a uniform course of study to include the grades from the 1st to the 8th. I hope that the Legislature will provide for a committee to promulgate such a course. This course of study should have such notes and directions as would enable a teacher to intelligently follow the course.

FREE TEXT BOOKS.—I am greatly in favor of providing free text-books to all the children of Florida. The only difficulty in the way seems to be a financial one. The plan suggested of having hunting licenses, Fish Commission, and other outside funds used for this purpose seems to be very good.

PROGRESS.—Dade County schools have never before shown the progress and splendid work, as in the bi-ennium just passed, notwithstanding that Dade County has been twice divided by the creation of Palm Beach and Broward Counties. The territory still remaining has a greater enrollment than ever before in its history. There are approximately five thousand children enrolled in the Dade County schools.

COMPARISON OF RURAL AND TOWN SCHOOLS.—The remark that is often made that rural schools are neglected for town schools is not to be made in speaking of Dade County schools. With the aid of Special Tax School District Funds the physical condition of the rural schools are fully equal to those of the city, and in most instances the teachers employed are just as competent.

EXAMINATION SYSTEM.—I do not approve of the present system which was inaugurated to meet conditions which do not now exist. It has splendidly served its

purpose, but I am sure that the time has come for the creation of the State Examining Board as was recommended to the last Legislature.

NEW LAWS RECOMMENDED.—I recommend the passage of the law providing free text books; a State Examining Board and a law providing for the establishment of a County Agricultural High School in every County in the State of Florida.

COUNTY AGRICULTURAL HIGH SCHOOL.—This year marks the beginning of what is hoped to be one of the most useful factors in our public school system. At Lemon City, where the Special Tax School District has provided a \$25,000 building and a ten acre campus, a course of Agriculture and Horticulture has been inaugurated under the direction of one of the most competent instructors to be found. The salary of the director is paid by the County Commissioners from the agricultural fund for which one-half mill is levied each year. In this school courses are also given in Home Economics and Manual Training, besides the regular Junior high school academic studies. It is hoped that by endowment or otherwise, to secure sufficient funds to erect two dormitories at the school, where the boys and girls of the county may receive practical education near home at the minimum cost.

Respectfully submitted,

R. E. HALL,

County Superintendent.

DESOTO COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:

I have the honor to submit herewith a statement of educational progress in DeSoto County for the bi-ennium, ending June 30, 1916:

NEW BUILDINGS.—New school buildings erected, or under construction for white schools, between June 30th, 1914, and June 30th, 1916:

NAME.	PLACE.	Cost.	Kind.	No. Rooms.	Auditorium Seating Capacity.	How Funds Were Obtained.
DeSoto County High School.....	Arcadia	\$67,000	Brick	23	900	District Bonds.
Venus Consolidated Rural School.....	Venus	8,000	Brick	9	200	District Bonds.
Avon Park High School.....	Avon Park	23,000	Brick	14	300	District Bonds.
Zolfo Grammar School	Zolfo	7,500	Brick	9	300	District Bonds.
Wauchula High School	Wauchula	15,000	Brick	11	None	District Bonds.
Nocatee High School.....	Nocatee	17,000	Brick	12	350	District Bonds.
Bowling Green High School.....	Bowling Green	15,000	Brick	12	350	District Bonds.
Charlotte Harbor Consolidated High School	Charlotte Harbor	7,000	Brick	8	225	District Bonds.
Sebring High School	Sebring	18,000	Brick	12	350	District Bonds.
Moorehaven Rural	Moorehaven	1,000	Wood	1	None	Public Subscription.
Muse Rural	Muse	300	Wood	1	None	Public Subscription.
Arbuckle Rural	R. F. D. Avon Park.....	200	Wood	1	None	Public Subscription.
Owens Consolidated Rural	Owens	3,500	Wood	5	200	District Bonds.
Lake Branch Rural	Bowling Green	2,000	Wood	3	100	District Bonds.
Torrey Consolidated Rural	R. F. D. Bowling Green	2,500	Wood	5	150	District Bonds.
College Hill Rural	R. F. D. Bowling Green	2,500	Wood	5	150	District Bonds.
Fort Bassenger Rural	Bassenger	2,000	Wood	3	100	District Taxes.
Buchanan Rural	Buchanan	1,000	Wood	1	None	Public Subscription.
Fisheating Creek Rural	Fisheating Creek	300	Wood	1	None	Public Subscription.
Mineral Branch Rural	R. F. D. Zolfo	500	Wood	1	None	District Taxes.
Lucky Island Rural	Adrian	750	Wood	1	None	District Taxes.
Palmdale Rural	Palmdale	1,000	Wood	1	None	Public Subsc. and Dist. Taxes.
Lakeport Rural	Lakeport	1,000	Wood	1	None	Public Subscription.
Castalia Rural	R. F. D. Ona	1,000	Wood	1	None	Public Subsc. and Dist. Taxes.
Limestone Rural	Limestone	1,500	Wood	3	100	Private Subscription.
Vandolah Rural	Vandolah	1,000	Wood	1	None	Private Subscription.
Murdock Rural	Murdock	2,000	Wood	5	125	District Bonds.

It is the policy of the Board of Public Instruction of DeSoto County to require all new communities to either build their schools by bonding or private subscription, in this way the Board has received more than \$8,000 from private individuals not included in our financial report.

BONDS.—Bonds have been sold or voted to erect the following buildings:

Arcadia Grammar School, brick, \$20,000; Buck Lake Rural, wood, \$10,500; Oak Hill Rural Graded, brick, \$8,000; Port Ogden High School, brick, \$18,000; Arcadia Dormitory, brick, \$10,000; Popash Rural Grades, brick, \$5,500; Fort Green Consolidated High School, brick, \$17,000; Gardner High School, brick, \$10,000; Limestone High School, brick, \$8,000; Joshua Creek, Rural, wood, \$2,000; Pine Level High School, brick, \$8,000; Venue, equipment, \$3,000. Total buildings to be completed during the next six months: 9 brick, 2 wood, cost \$111,000.

You will therefore see that when these buildings are completed, DeSoto County will have 19 brick school buildings, when three years ago she had only one.

SCHOOL BUILDINGS REPAIRED.—My records show that we have repaired 51 school houses for whites at a cost of \$11,386, and three colored schools for \$391.88. Our motto has been "Repair an old building with a new," because we believe that the best is not too good for the boys and girls of DeSoto County.

ATTENDANCE UPON SUMMER SCHOOL.—Fifty teachers of this county attended the summer schools held at the University of Florida and the Florida State College for Women, and sixteen were in residence at Peabody, University of Chicago, Columbia University, New York, and other institutions of high standing.

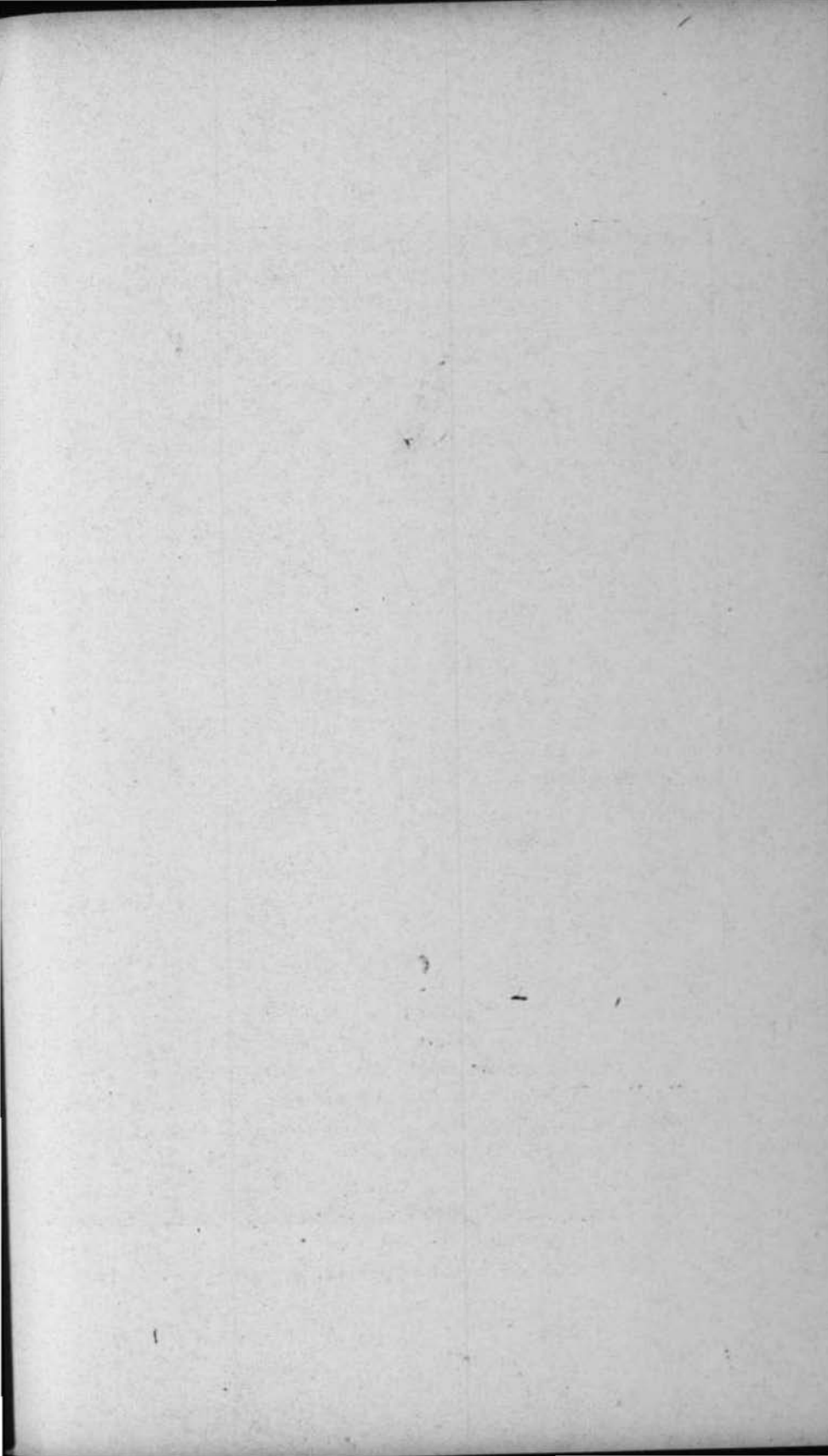
VOCATIONAL WORK.—We believe that education has both a utilitarian and a cultural value. Vocational work is made co-ordinate with the purely cultural

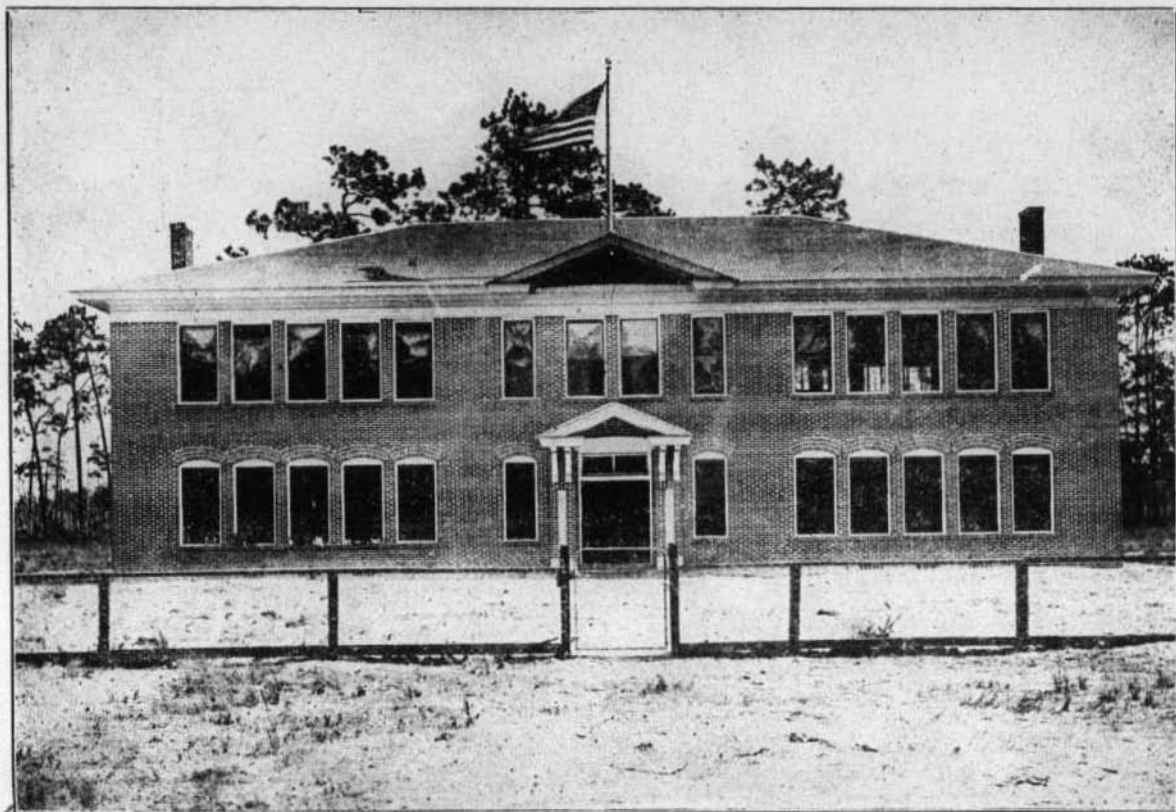
studies. It has been introduced into a number of the rural schools in one form or another, such as simple sewing, cooking, preparing soup and little hot dishes at the lunch hour, small tool work, etc. In the seven high schools well equipped laboratories and shops have been installed for manual training and home economics, and special teachers provided for instructional work. Approximate number of high school pupils in manual training, 125; home economics, 185; commercial, 20.

CANNING, CORN AND OTHER STUDENTS' CLUBS.—We believe that great good can be accomplished through the organized efforts of boys and girls and have given all possible encouragement to those having in charge the organization and direction of Agricultural Club work. The Canning Club agent has prosecuted her work zealously and along lines approved by both the school officials and teachers. Miss Allie Stribling, the agent, receives a salary of \$1,000 for nine months, the County Commissioners and Board of Public Instruction paying jointly \$500 and the Government the remaining \$500.

Judged by the increased interest manifested by farmers, as well as the young people in modern scientific methods of farming and the values of conservation and the efforts in school work and home life in the communities where club work has been successful, the movement is worthy of the most cordial encouragement. We are proud to report that DeSoto County is the pioneer, and today the leader, in boys and girls Poultry Club work. There are approximately 40 girls in the Canning Clubs, 30 boys in the Corn Clubs and 20 boys and girls in the Poultry Clubs. Each year for the past three years, girls and boys have been sent to the short course terms held at the University of Florida and the State College for Women.

COMPULSORY SCHOOL ATTENDANCE.—The local option compulsory attendance law was adopted by the county in an election held January 1, 1916. One year's exper-

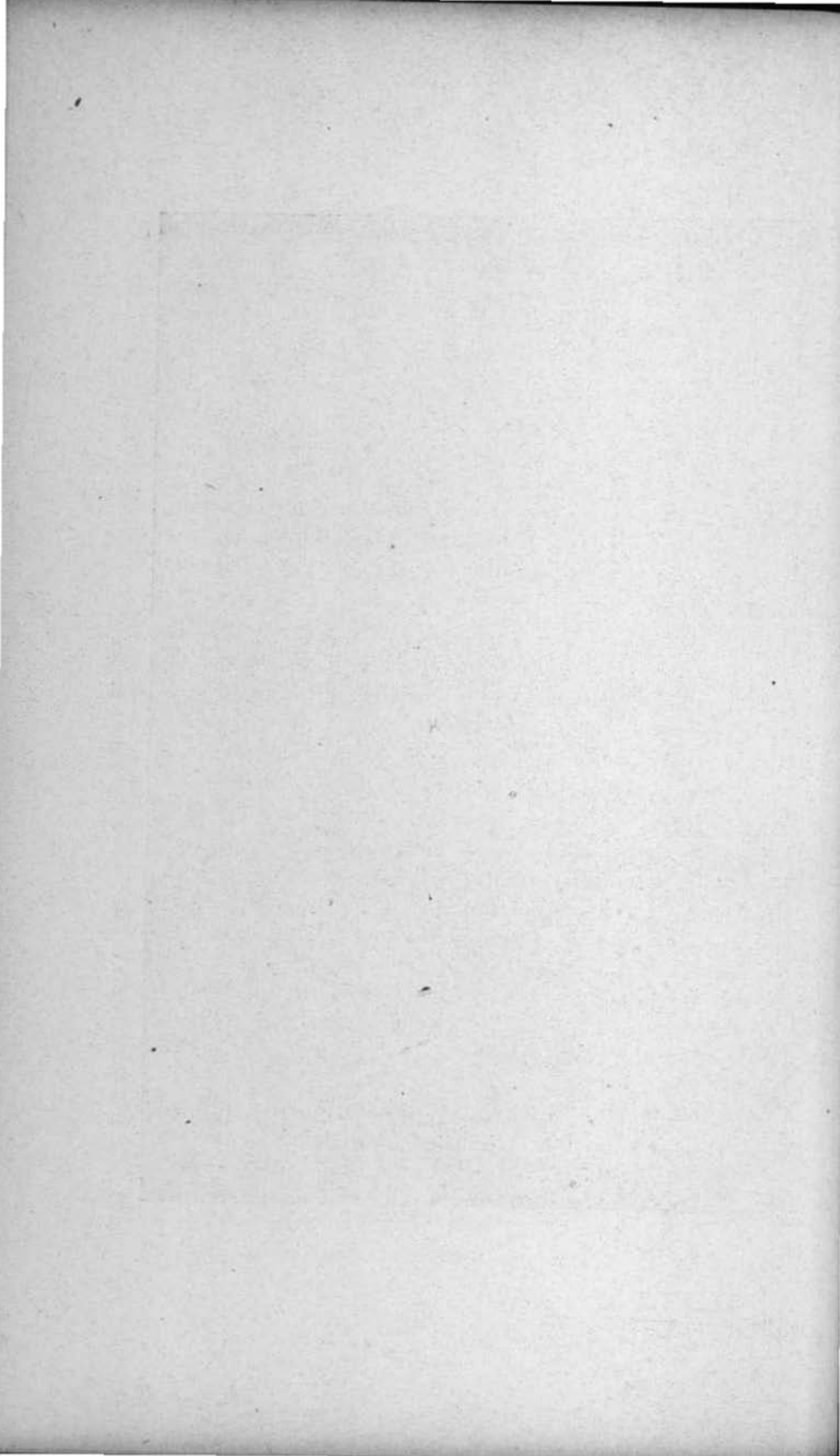




Venus Public School.



Zolfo Public School.



ience has convinced us of the inadequacy of the law and the necessity for a State-wide, mandatory compulsory attendance law. Sentiment in DeSoto County is strongly in favor of the State-wide law.

SCHOOL LIBRARIES.—A school library of 160 volumes has been provided for each school in the county. To obtain this library the school must have a rating of eighty points in the efficiency schedule for a standardschool and pay one-half the cost of the books. Practically every school in the county has availed itself of the conditions required and secured the library. During the past biennium the vaalue of libraries has increased from \$1,050 to 010,973.

HIGH SCHOOLS.—It is with pardonable pride that I report the progress and efficiency of the high schools of this county. According to the report of the State Inspector of High Schools, DeSoto County ranks second in the number of standard four year high schools in the State. The schools located at Wauchula, Arcadia and Punta Gorda, meet the requirements of the Staate Board of Education for standard senior high schools in all but one item, the qualification of one teacher. Junior high schools at Bowling Green, Sebring and Nocaatee, and the intermediate school at Avon Park, meet every requirement of the State Board. Ft. Ogden lacks a few of the demands for Junior school, but with the \$18,000 bond issue voted by this district last month the school will build and equip a plant equal to the best in the county.

We believe that the high schools should measure up not only to the State Regulations, but up to the standard set by the Southern Commission, which lists accredited high schools in the South. Florida can give and receive much good by a closer affiliation with her sister States in the South. The educational policy of a State

should be free from bigotry, prejudice and political bumble; it should seek the best ideals wherever they may be found.

At the close of the last bi-ennium there were 352 pupils in the high schools of the county; the bi-ennium previous showed an enrollment of 266. Three years ago pupils were accredited with high school standing in schools of two teachers or more; this year, under a regulation of the County Board, schools with less than four teachers are not permitted to offer instruction in high school subjects. The enrollment of high school pupils in the eight schools which are permitted to offer high school instruction, December 1, was 404, and was apportioned as follows: Arcadia, 170; Wauchula, 104; Punta Gorda, 51; Avon Park, 21; Bowling Green, 19; Nocatee, 17; Sebring, 11; Ft. Ogden, 11.

TEACHERS.—No more loyal, progressive teachers are to be found in the State or elsewhere than those in the schools in DeSoto County. This accounts to a great extent for the marvelous progress made along educational lines in this county.

	1911-12				1915-16			
	White		Negro		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
Number Teachers employed...	45	80	2	3	58	118	3	7
Average monthly salary.....	\$67.10	\$50.81	\$47.50	\$25.00	\$76.42	\$55.96	\$48.38	\$29.00
Number Graduates of Normal School or College.....	4	2	0	0	21	37	1	2
					White	Negro	White	Negro
Number Teachers holding either State, State Life, State Specials and First Grade Primary or Primary Life.....					5	0	32	0
First or First Grade Life.....					48	0	61	2
Second Grade					43	1	53	3
Third Grade					12	2	21	5

We are not having much trouble in securing teachers legally certificated, as we have only one teacher in all our schools that does not hold a regular certificate, and

only two that have not fully complied with the State Board of Education requirements, which requirements are to be met by them at the regular examination this month.

SPECIAL TAX SCHOOL DISTRICTS.—Number of Districts in County 40, each levying three mills; Schools for whites in these districts, 78; schools for whites not in these districts, 1; schools for negroes in these districts 4.

The one school not included has four sections of land which were left out when the districts around it were organized and this amount is not enough to form a paying district.

BONDING DISTRICTS.—The progressive people of DeSoto County have voted \$297,000 bonds in 14 districts. An election is called on the 15th for \$8,000, making \$305,000 in the 15 Special Tax Districts with which we are building or have built and equipped 20 brick and 7 frame school houses.

While these were being built we placed the funds in our local banks at 5 per cent interest, which netted the districts approximately \$4,000 during the past two years. This was not an easy matter to begin with, for I believe with one exception other Superintendents, before the law was amended in 1915, placed these funds in the hands of the County Treasurer, thereby losing the interest, and, besides, paid him 1 per cent commission for handling the funds. To avoid doing this, it was necessary for us to have a law suit with the Treasurer, which we won, and have thus saved to the taxpayers of these districts in the past two years over \$5,000 in interest and commissions.

SCHOOL SANITATION.—In the 27 new school buildings erected during the past two years sewage disposal systems have been installed, or sanitary outhouses have been built. It is the plan of the Board to have all the toilets screened as soon as possible.

ALCOHOLICS AND NARCOTICS. All the schools of DeSoto

County teach the evils of alcoholics and narcotics and comply fully with the requirements of Chapter 6832, Laws of 1915.

UNIFORM TEXT-BOOK LAW.—This is not the time or the place to engage in an academic discussion of the merits or demerits of the uniform text-book law. However, I wish to say that I regard the educational value in the principle of uniformity the principal consideration. The operation of the law in this State places the chief emphasis upon the economic values. An amendment to the law abolishing the dual board system of book adoption and vesting the selection of books in a commission composed of educators of established reputation and successful experience in school work, would remedy some of the evils which result from the present system of adoption. Almost without exception the schools of this county demand a change in the basal readers, Wheeler's, and in the spellers. They are absolutely unsuited to the needs and interests of the children.

SCHOOL FINANCES.—We believe that our finances are in very good condition when the many improvements made in the past four years are considered, and the increase in school term from 5½ to 7 1-5 months, the number of teachers from 130 to 186, and average monthly salary from \$55.10 to \$61.34 for all teachers. During the same time the assessed valuation has increased from \$5,226,101 to \$8,463,072. This shows that the teaching force has increased in proportion to the assessed valuation, not counting the increase in length of term and average salary paid.

	June 30, 1912			June 30, 1916		
	General Fund	District	Total	General Fund	District	Total
Cash on hand.....	\$3,581.18	\$9,230.08	\$12,811.26	\$ 10.50	\$54,340.68	\$54,351.18
Warrants outstanding..	232.61	1,061.87	1,294.48	21,961.90	15,068.56	\$37,030.46
Net cash on hand...	\$3,348.57	\$8,168.21	\$11,516.78	.....	\$39,272.12	\$17,320.64
Net deficit .....	.....	.....	.....	\$21,951.40	.....	.....

Comparison of the balances in general school fund for the years 1912 and 1916 shows a balance in the former year and a deficit in the latter. The apparent deficit, June 30, 1916, was due to the delay in the payment of 1916 taxes. In the year 1912 all but \$3,345.14, or 10 per cent of the taxes, was paid prior to the close of the school year, June 30, while at the close of the school year, 1916, \$28,308.41, or 48 per cent of the taxes, were uncollected. During the months of July and August, 1916, \$22,859.67 were collected, and if this amount, *which was due* April 30, had been paid prior to the close of the school year, a balance of \$908.28 would appear in the place of the deficit. Warrants for the teachers' salaries are paid promptly. To do this, it is necessary for us to borrow money until the taxes are paid, which money we are securing locally at 5 and 6 per cent on short-time loans.

COUNTY INSTITUTES.—Two County Institutes have been held annually during the past bi-ennium; one the last week in July and the other the last week in August. These institutes were a combination of an institute and a school of instruction, the programs affording the teachers an opportunity to discuss the problems of school work and the Superintendent an opportunity to outline the plans and policies for the school year. The opening of the first section of schools in the first week in August and the second section in the first week in September, made it necessary to divide the County Institute into two groups, as above stated.

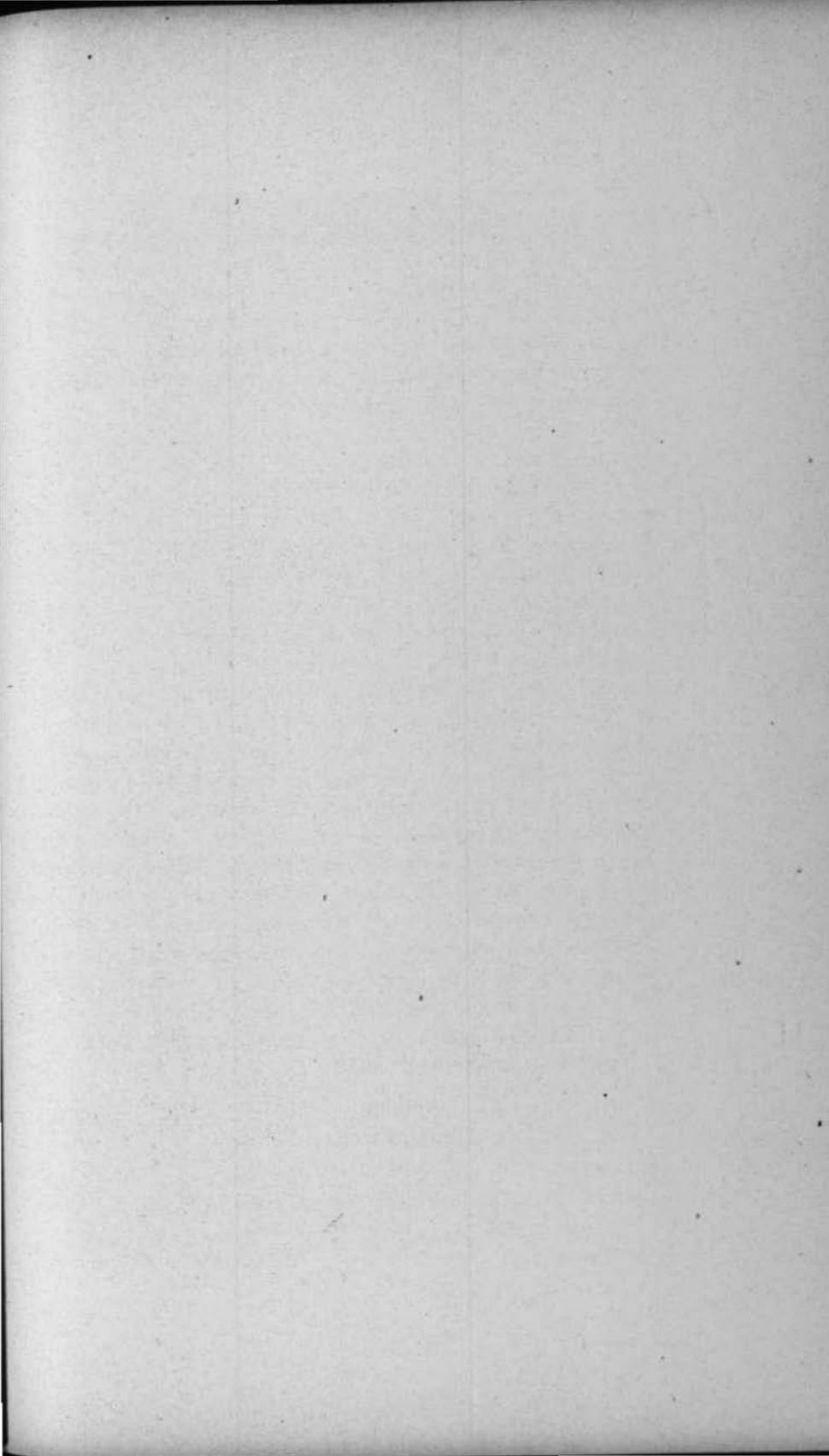
A Bi-county Institute, composed of the teachers of Polk and DeSoto Counties, was held the Friday and Saturday following Thanksgiving at Arcadia. Three hundred and forty-six teachers and school officials were present, twenty or more attending from Lee and Manatee Counties.

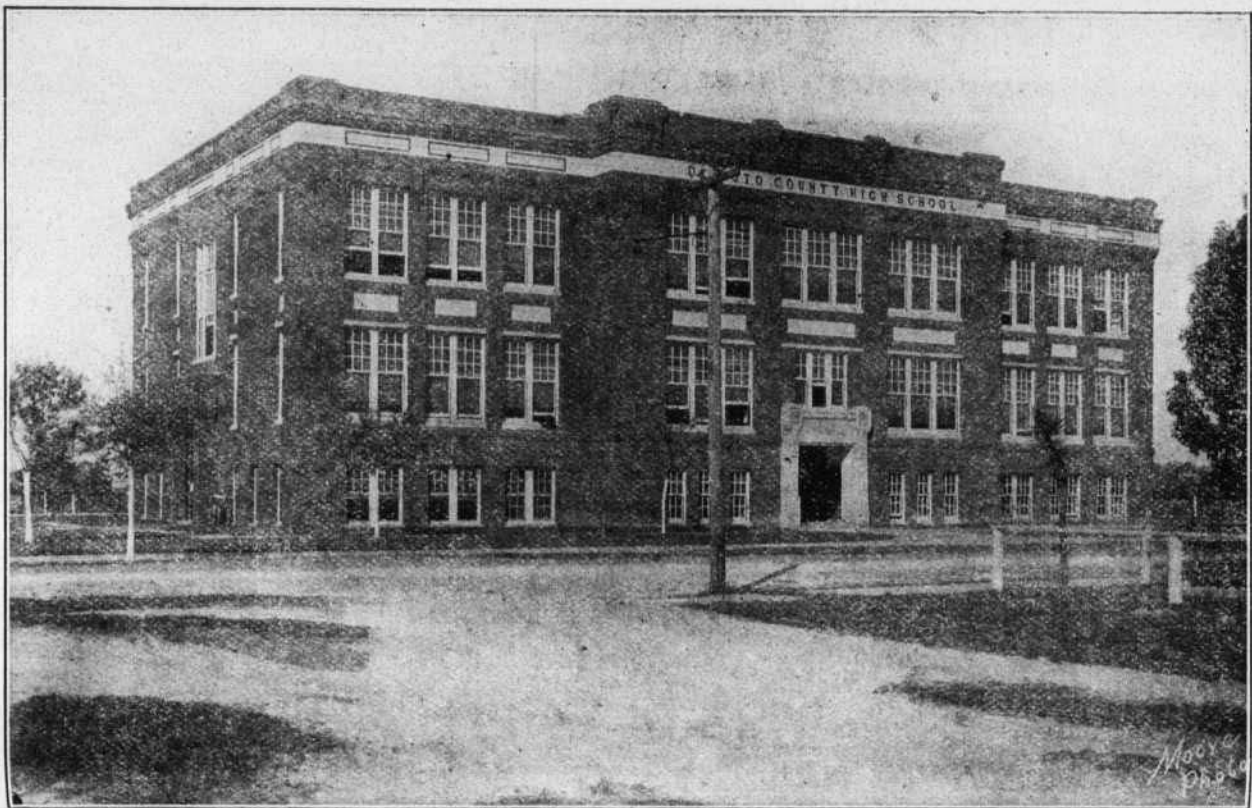
TEACHER TRAINING DEPARTMENTS.—A Teacher Training Department was established in the DeSoto County High School, September 13, 1915. The primary aim is

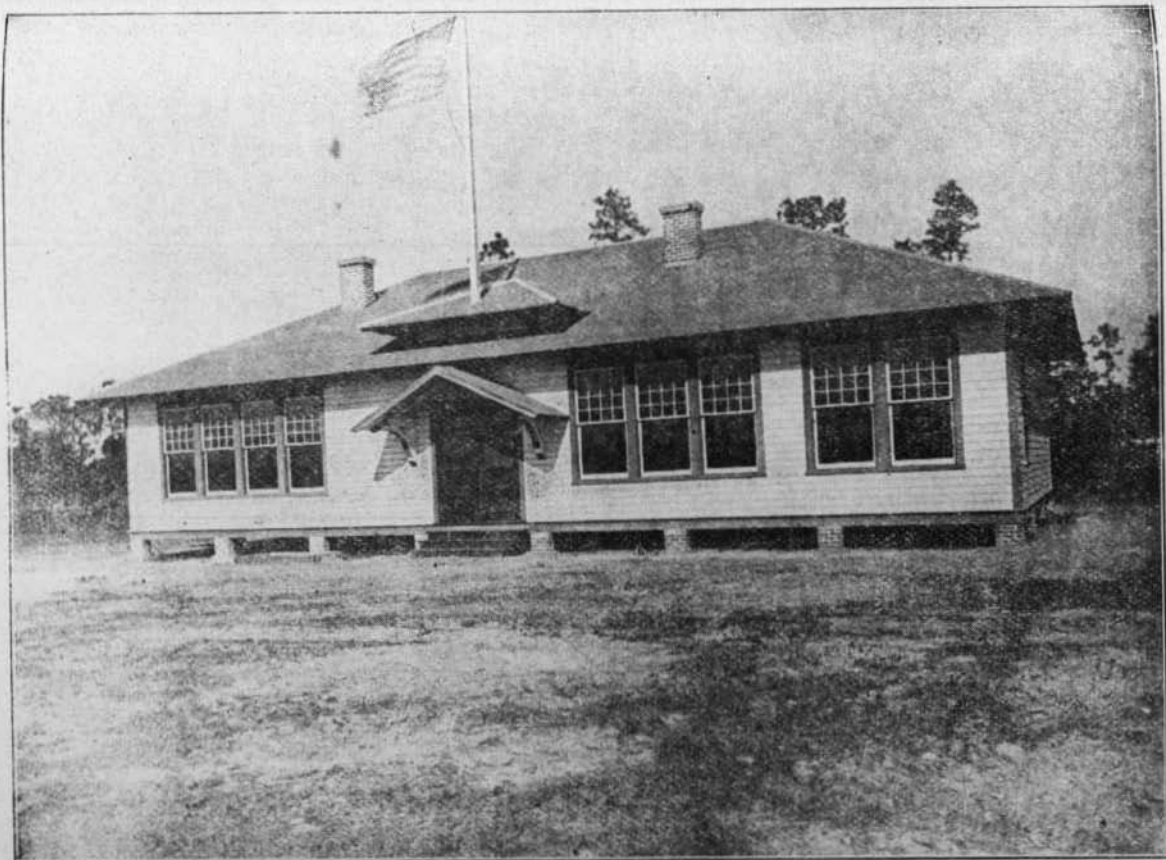
to train teachers for the rural schools. Three courses of study are offered: Diploma course, one-year special course, four months' short course in the spring. Students may enter the diploma course upon certificate showing the completion of the Junior High School course of study or upon examination in the subjects embraced in that course. Sixteen units, equivalent in value to high school units, are required for graduation. Rural school Pedagogy, School Management, Methods in Primary and Grammar School subjects and elementary psychology are the required professional studies. The one-year course reviews the elementary studies and a study of the approved methods in these subjects. The subjects are not only discussed in class, but are demonstrated in a model school which is conducted for this purpose. This model school occupies the same relationship to the Methods Department that the Physical Laboratory does to the Physics Department. It has been determined by experiment that methods learned in class rooms are soon forgotten if not demonstrated. Teachers or young men and women over 21 years of age are permitted to enter this course. The spring course embraces all subjects required for the State Uniform Teachers' Examination. This course is offered for the benefit of the teachers who are unable to take the regular courses. An elective course in Home Economics and Manual Training is offered to all students in the school. This work deals directly with the needs of the rural school. Special instruction is given in sight singing and art studies as they relate to grade work.

TRANSPORTATION OF PUPILS.—

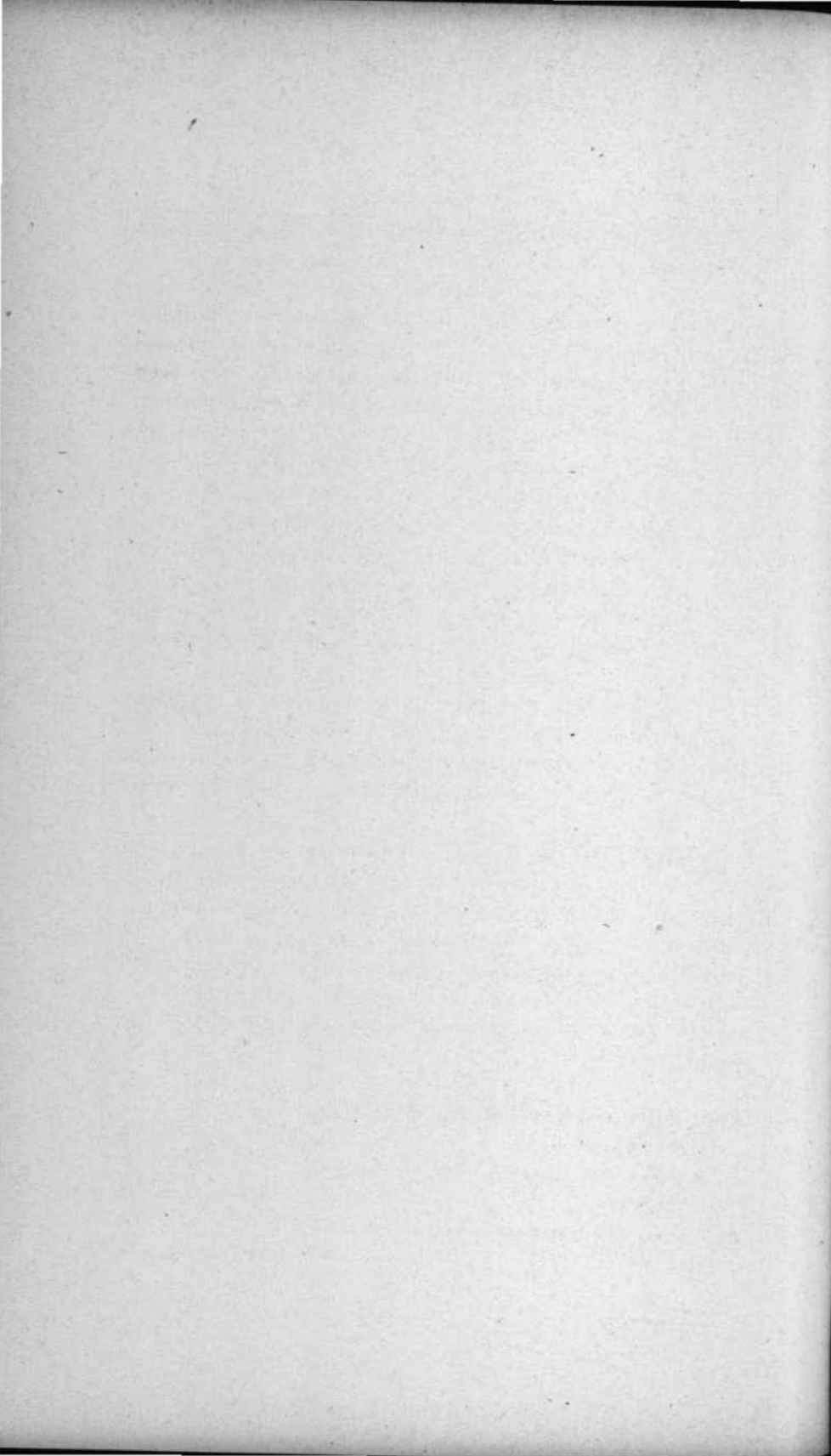
	Number Transported.	Cost.	Average Cost.
1914-15	70	\$ 513.80	\$ 7.34
1915-16	135	1,414.64	10.48
Totals	205	\$1,928.44	\$ 9.41







Consolidated School—Torrey, Murdock and College Hill.



In the past the Board of Public Instruction has paid transportation to all children that live three miles or more from school at the rate of 10c per day per average attendance, provided they are transported, but nothing if they walk. Operating under the following regulations of the County Board of Public Instruction, we have been able to discontinue eight schools through consolidation, provide for the abolition of four others, and are giving 110 country boys and girls high school opportunities.

REGULATION REGARDING HIGH SCHOOL ATTENDANCE.—

Whereas, According to regulations adopted by the Board of Public Instruction at their regular meeting in May, 1915, relative to schools in which high school work may be carried on, which regulations are a part of the rules and regulations of the State Board of Education; and

Whereas, The larger part of the expense of maintenance of the high schools are paid by the county at large, and each child eligible to enter a high school department should be given an equal opportunity to attend; therefore, be it

Resolved, By the Board of Public Instruction of DeSoto County, that any boy or girl having completed the grammar school course of study and having made such other requirements as to examination as may hereinafter be required by the County Superintendent before allowing the following amounts, to be applied on transportation or board, to attend one of the high schools in the county:

Four miles and less than five miles from

High School\$2.00 per month

Five miles and less than six miles from

High School 3.00 per month

Six miles and less than seven miles from

High School 4.00 per month

Seven miles and less than eight miles from High School.....	5.00 per month
Eight miles and less than nine miles from High School.....	6.00 per month
Nine miles and less than ten miles from High School	7.00 per month
Ten miles or more from High School...	7.50 per month

Be it further resolved, That a failure on the part of any pupil taking advantage of said offer for any month or months to make a passing grade will deprive said pupil of transportation or board for said month in which failures were made, and failure to make a grade for the year will deprive the pupils of all further consideration until they have made good. The Board further reserves the right to designate the High School which the pupil may attend.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.
—We have given the major part of our time and effort to the organization and development of a system of rural education. A standard of efficiency possible of realization with the resources at our command has been established. All the factors that are essential in the organization and operation of a productive school plant are grouped under the following heads and scored on a basis of one hundred points: Buildings, Ventilation, Room Decoration, Equipment, Grounds and Outhouses, Water Supply, Community Activities, Teacher.

The physical condition of the school—ventilation, lighting, sanitation, water supply, furniture and equipment—has been improved more than one hundred per cent. School grounds have been enlarged, fenced and beautified, and wherever practicable consolidation has been effected. Community organizations, composed of parents and others interested in the welfare of the children, were organized and made vital factors in the school

life. A library selected to meet the needs and interests of both children and adults was provided for each rural school in the county. Cooking, sewing and manual arts have been encouraged and are proving a fine leverage in a number of the schools in lifting the school work out of the traditional ruts. High School advantages are offered every country boy and girl, first through the strategical location of the seven High Schools; second, through subsidies granted by the Board of Public Instruction to the pupils completing the eighth grade and living four miles or farther from a standard High School. These bonuses range from \$2.00 for a distance of four miles to \$7.50 for a distance of ten miles and further. The school term has been lengthened and the average is a few days over seven months. Teachers' salaries have been advanced, and the teaching force greatly improved. More than 60 per cent of our rural teachers attended a Normal School this past summer.

All in all, I feel that I can safely say that there is no "neglected country school" in DeSoto County, and that the work of the rural school compares most favorably with the work in the town schools. In the report of the State Inspector of Rural Schools, Hon. Shelton Phillips, the two highest efficiency scores made in the State were credited to this county.

SUGGESTED LAWS. A State-wide compulsory attendance law; a State Supervising Architect; provision making mandatory professional supervision of the rural schools; modification of the State uniform examination law, are suggestions for legislative inquiry and consideration.

The cost of the provision for the extension of High School advantages approximate \$4,000 annually. Our experience teaches us that transportation is both practical and economical.

COUNTY SCHOOL BOARDS.—If all counties have Boards that co-operate with and support the policies of the sup-

erintendent as has the Board in Desoto County with which I have worked, I see no need of a change.

I do not believe, however, if the Superintendent was ex-officio a member of the Board, it would add dignity to the office, thus making it possible for a strong Superintendent to do more and a weak man to show his colors. This would necessitate five members and they should be elected for a term of four years, two retiring every two years.

UNIFORM TEXT-BOOKS.—Uniformity may easily become deformity. If the law was framed to safeguard the child's interest against ignorance, prejudice and false conceptions of economic values of book commissions, uniformity would be acceptable for the primary and grammar grades. In the present changeable and changing conditions in the world's politics, science and arts, uniformity of text books for high schools would be a positive menace to educational progress.

STATE COURSE OF STUDY.—A State Course of Study seems to be a present vital need. DeSoto County, County, however, has met this need and the schools are working under a course of study and syllabus which aims to unify the work of the schools by giving a minimum uniform standard of work required in each grade for promotion and by furnishing the basis for a clearer and more efficient direction and supervision. Grades from the first to the twelfth should be embraced in a State Course of Study. The Legislature should provide for a committee to adopt, print and promulgate a course of study; the members of the Committee to be named by the Florida Educational Association.

FREE TEXT-BOOKS.—I am not in favor of a system of free text-books, if the funds needed to supply the books must come from the county school funds.

PROGRESS OR RETROGRESSION.—Facts expressed through figures speak louder than words; hence we will let the figures give the story of progress.

	June, 1912	June, 1916	December, 1916
Number of High School Students in County	110	352	404
Number of Students in County	3,467	5,668	.....
Number of Teachers in County	113	186	.....
Number of Teachers Normal School Graduates	6	61	.....
Number of State or State Special Certificates	5	32	.....
Number of First Grade Certificates	48	63	.....
Number of Second Grade Certificates	43	56	.....
Number of Brick School Buildings	1	10	11
Number of Stone Buildings	2	2	2
Number of Brick Buildings in course of erection or bonds issued to build same	0	0	8
Number of Frame Buildings erected or funds on hand to build same	0	20	22
Number of Single Desks	1,305	4,366	4,441
Value of all School Buildings	\$ 66,260	\$255,025	\$259,025
Value of School Lots	8,860	36,935	38,435
Value of Apparatus	2,965	13,577	15,157
Value of Furniture	7,184	30,625	32,625
Value of Libraries	1,050	7,673	11,414
Bonds issued recently for building and not included in above values	0	17,500	101,500
Total Value of School Property	86,139	361,335	462,597
Number of Opera Chairs	300	1,957	2,617
Length of Term in months	5 $\frac{1}{2}$	7 $\frac{1}{2}$	.....
Average Salaries for Male Teachers (white)	\$ 67.10	\$ 76.42	.....
Average Salaries for Female Teachers	50.81	55.96	.....
Number of Equipped Departments for Home Economics	0	6	9
Number of Equipped Departments for Manual Training	0	3	8
Number of Club Agents	0	1	1
Number of Four-Year High Schools accepted for affiliation by State	2	3	3
Number of Standard Junior High Schools	0	3	4

Schools awarded first prize at South Florida Fair, Tampa, 1916:

Rural schools of DeSoto County secured the highest rating for efficiency in the State, by State Inspector of Rural Schools, Hon. Shelton Phillips.

We have built 29 new buildings throughout the county, equipped them with modern educational apparatus, issued bonds for the erection of 11 more, increased the length of the manual training and home economics, provided special agent for the betterment of the rural school activities, won the highest honors in State school contests; all of this and more, and we are proud to report that the general school fund is clear from debt. Through a business administration, the Board of Pub-

lic instruction are now able and are offering, without increase of taxation, a high school education to every boy and girl that are not in reach of same, by paying part of their expenses to attend one of the high schools. One hundred and ten of our county boys and girls are taking advantage of this opportunity. We challenge anyone to show a county in the State that can offer a greater record of progress.

NEW LAWS RECOMMENDED.

- (A) State Board of Education composed of Educators.
- (B) Educational qualifications for County Superintendent and Rural Supervisors.
- (C) A Rural School Supervisor for each Congressional District.
- (D) Adoption by law of State Uniform Course of Study.
- (E) State-wide Compulsory School Attendance Law, extending time from 80 days to length of term.
- (F) State school supervising architect.
- (G) Amend law for County Depositories, designating the bank that will make the highest and best bid for same.

Respectfully submitted,
 JAS. O. BUCKLEY,
 County Superintendent.

DUVAL COUNTY.

Jacksonville, Fla., January 23, 1917.

Hon. W. N. Sheats,
 State Superintendent of Public Instruction,
 Tallahassee, Florida.

Dear Sir:

To comply with your request for a bi-ennial report of the work of the Board of Public Instruction and the progress of the schools of Duval County covering the

scholastic years of 1915-16 is both a pleasure and a privilege. The report on topics suggested in your circular follows:

NEW BUILDINGS.—In my report for 1913-14 I wrote of the plan to form a large Special Tax District in Duval County, with Jacksonville as a center and extending out in all directions far beyond its limits—the district to be formed with the fixed purpose of bonding it in the sum of \$1,000,000, to be expended for the purpose of purchasing sites, erecting modern, fireproof school buildings and the furnishing or equipping of the same. Our plans carried, the district was formed, and a magnificent one it is, containing approximately thirty-six square miles, with an assessed valuation (on 50 per cent basis) of about \$40,000,000. The million-dollar bond issue was authorized and today there are completed and under construction nine new buildings and three additions to old ones. The new buildings range from a four-room one-story brick for suburban and outlying districts to a sixteen-room, two-story, fireproof in the city. The eight and sixteen class room buildings contain, in addition, an auditorium, principal's office, library, clinic, a rest room for girls and one for boys, domestic science kitchen and dining rooms, manual training shop and storage rooms and two open-air class rooms each. In the additions to the buildings which have been added to, the same arrangements have been made for auditorium, manual training, kitchen and dining room, etc., as in the new ones. In other words, every elementary school building in the city will have an auditorium, principal's office, library, clinic, a rest room for girls and one for boys, domestic science kitchen and dining room, manual training shop and storage rooms, and open-air class rooms.

Our building program, when completed, will include for the white children 13 out-and-out new buildings and 7 modernized buildings, making a total of 20 for the dis-

trict, and 7 for the negroes, with 3 of the present old buildings remodeled. The Stanton School for Negro Youth, plans for which have already been prepared and approved, will be one of the completest of its kind in the country. This building will occupy an entire block, will have two stories and a basement, will be of fireproof construction throughout, with provisions for a High School department, Domestic Science, Domestic Art, Laundry, Shop Work, etc.

SCHOOL BUILDINGS REPAIRED.—At the close of the rural schools in the spring the Board of Public Instruction, in company, with the Superintendent, made a tour of inspection, taking in practically every building in the county, and authorized such repairs as were found to be needed and the repainting of every building; the thorough repair and repainting of the outbuildings, as well, and authorized such changes as were necessary to make them conform to the requirements of Chapter 6836, Laws 1915. The Board also authorized the Superintendent to place flag poles at each of the schools and to purchase flags for the same. It is planned next summer to replace many of the old desks, especially the antiquated double desks in these schools with new and modern furniture and to place in them such charts, maps, globes and other equipment as may be considered necessary for the best work. It is planned, also, to provide each of these schools with small libraries of suitable, well-selected books.

HIGH SCHOOLS.—Duval County maintains two High Schools, both in the City of Jacksonville; one for the whites, the Duval High School, and one for the colored youth, Stanton. Stanton School is both elementary and High School combined. Duval High School is of Senior Grade, and no one is employed to teach therein except such as have received a degree in a reputable college, university or Normal School. The attendance at the

High School has increased in four years from (average attendance 1913-14) 397 to (average attendance 1915-16) 529, and the present enrollment for 1916-17 is 666.

TEACHERS.—Although the Board is constantly raising the requirements in scholarship for the teachers, we are finding it easier with each succeeding year to get a supply of competent teachers. This is due largely to the fact that the Board conducts a Summer School every year for a period of six weeks, employing the best instructors that can be had, and to the further fact that salaries are being increased from time to time as funds warrant it. Salaries in the past three years have been increased from a minimum of \$40 in the city to \$50, and from a maximum of \$65 to \$75 in the grades, with a corresponding increase in the rural districts. The salary schedule is based upon both experience and professional training. Beginning with the fall of 1917, no teacher will be employed in the schools of Jacksonville and suburbs who is not a graduate of a four years' standard High School and who, in addition thereto, has had less than one year at a reputable Normal School, or, in lieu thereof, from two to three years' successful experience as a teacher; and for the rural schools none will be considered except those who have had at least two years in a High School, with a reasonable amount of professional training. Third grade certificates are not to be considered at all in either rural or city schools, except in very rare instances.

SPECIAL TAX SCHOOL DISTRICTS.—There is only one special tax school district in the county, the Jacksonville district, discussed in the opening paragraph of this report. Petitions have been secured for two more districts, one at Baldwin and the other at Riverview, and elections will be held in the near future to determine whether these sections are to be formed into such districts. The people

want them, and I have no doubt will vote to establish them. Then modern brick school buildings will be erected in these new districts.

TEACHING EVILS OF ALCOHOLICS AND NARCOTICS.—The teaching of the evils of alcoholics and narcotics was not postponed pending the passage of a law requiring it. The teachers of this county have been teaching the evils of such for years. I, however, in the fall, following the passage of the 1915 law referred to, called my teachers together, explained and emphasized the requirements of this new legislation and went into details with them as to the best and most effective methods of presenting these subjects to the children. We did not purchase "Health Is Wealth," although I consider the little book a very satisfactory outline and guide. I did not feel, however, that it would be reasonable to require the teachers to purchase this book out of their own small earnings and the county was not in financial condition to do it.

UNIFORM TEXT-BOOK LAW.—It is my opinion that the uniform text-book law is working exceedingly well and satisfactorily, considering the fact that it is new in this State. We have little or no difficulty in obtaining the books prescribed. I am not prepared to criticize any particular one of the adoptions, but if I may pass on criticisms which I have heard urged by competent teachers and supervisors, I would say that Wheeler's Readers should be replaced by a more satisfactory set of books. And, too, I have been told that the Spellers could be improved upon without much trouble, and Hyde's Grammars are said to be out of date. However all this may be, I should deem it unwise to make many changes, for, after all, it is not so much the question of the book that makes the teacher's work efficient as the teacher herself. The difference in merit of books is usually imaginary and has its birth in the minds of publishers and their representatives, who desire to sell their wares. The "superior-

ity" claimed of one text-book over another is over-stressed and over-worked.

SCHOOL FINANCES.—The school finances of Duval County are in splendid condition—the best that has existed for many, many years. For the first time in the memory of the oldest citizen of this county, the public schools opened in the fall with sufficient funds in the hands of the County Treasurer and in banks to pay the first month's salaries; better than that, we paid December month's salaries, that being the third month of the school term, and had left to our credit in cash in the general fund \$49,514.45, and in the Special Tax School District No. 1 one-mill fund approximately \$18,000. We will pay January salaries and shall not be forced to borrow money before the end of February, and all this is true in spite of the fact that the teachers' salaries were increased throughout the county last fall.

While we shall have to borrow money for expenses of operating schools after February, we shall not be forced to borrow anything like 80 per cent of our estimated receipts, the maximum allowed under the law for any year.

CANNING CLUBS.—This is the second year that the county has had a Canning Club and Home Economics agent. The work under the joint auspices of the Board of Public Instruction and the Federal Government was begun a year ago, the Board of Public Instruction appropriating \$500 for each year and the Government \$400. Mrs. J. H. Wellington was employed by the Springfield Improvement Association before the county school board undertook this activity and when the Board, at the suggestion of the Association officers, (Mrs. W. S. Jennings, President) decided to take over the work, it retained Mrs. Wellington as its agent. She has done, and is doing, splendid work. I consider the money that is being put into this enterprise well spent.

SCHOOL LIBRARIES.—As stated in a preceding paragraph,

it is planned to place libraries in all of the schools in the near future. I expect to place in the budget for the next school year an item for this purpose. Our city schools, many of them, are provided with a splendid nucleus of a library, while the Duval High School library contains many valuable and helpful books of reference. Then, too, the city Public Library has, for several years, and is now, supplying in a very satisfactory manner, books for the city and suburban schools. These library books are well selected and are sent from school to school by the public librarian, a very capable, competent and obliging official who leaves nothing undone to reach the children and younger people in his territory. Mr. L. W. Josselyn is a valuable asset to the City of Jacksonville and Duval County.

TEACHER-TRAINING DEPARTMENT.—A Teacher Training Department was established in the Duval County High School last fall, and a competent, capable and splendidly trained instructor put in charge. Up to date 21 pupils have enrolled and Mrs. Warner, the instructor, is very much gratified over the progress that these young people are making in her department. I am looking for this Teacher-Training venture to develop into the strongest factor in supplying well-trained teachers for the public schools of this county. It has great possibilities.

COMMERCIAL DEPARTMENT.—A Commercial Department was added last fall and an able specialist in such courses employed to take charge of it. At present stenography, typewriting, bookkeeping and elementary commercial law are being taught. The department started off with an enrollment far larger than any one had anticipated and has continued to increase until now there are more than 100 boys and girls pursuing these practical subjects.

SPANISH DEPARTMENT.—Classes in Spanish were also organized at the opening of the High School. This department promises to grow in popularity as the people here appreciate more the rapidly increasing demand for

a knowledge of the Spanish language, due to our proximity to and constantly increasing trade with the South American republics.

TRANSPORTATION OF PUPILS.—This system has been in vogue in this county for a number of years, but it is not so extensive now as it was ten or twelve years ago. We have a number of consolidated schools to which children are transported, and they are also hauled to a number of our one and two teacher schools. In many districts Duval County is sparsely settled and the distances therefore are great, making it necessary to transport the children to the schools. The system is rather expensive, costing approximately sixteen cents per pupil per school day, and unless handled with a great deal of care and judgment, will bankrupt any county.

COUNTY SCHOOL BOARDS.—I favor the small Board. I prefer the present membership of three to a Board of five. It is argued that with the membership of three on the Board it is possible for a majority of two to dictate its policies. My opinion is that the majority of a large Board, if it so desires, can be as pernicious and hurtful to the public good as the majority on a small Board. There is no difference essentially in the size of majorities. Certainly, the small Board will do its work with greater dispatch and I think in most instances more thoroughly than a larger Board. I am unalterably opposed to making the Superintendent ex-officio a member of the Board. The school superintendent stands between the Board and the people; he is, or should be, the executive head of the system. To make him a member of the Board, with voting power, would, I believe, tend to weaken his influence as an executive and educational leader—both with the people and with the Board, because of the danger of his becoming involved in wranglings and squabbings that might arise, which would tend to lower the dignity of his position and curtail his power and influence as Superintendent. While the elective method of selecting school board

members may not be the ideal one, I am not prepared to say that the appointive is a better one. Much would depend upon the political influences entering into the appointment. I prefer to let the people do it. One, at least, knows then where to place the responsibility. This is my honest opinion on this question.

We in Florida are operating our schools under the county unit plan, with a State Board of Education and Superintendent at the head of the entire system, and, it seems to me, that it follows that there should be, as far as it may be practicable, uniformity in the courses of study in the several counties. This could only be brought about by the adoption of a uniform State Course of Study extending from the first through the twelfth grade. Of course, difficulties would be encountered in administering such a law, because of the fact that all counties do not have the same length of term, nor do they require the same standards of scholarship among their teachers. As to how such a uniform law could best be enforced, I am unable to say, but certainly, with uniform text-books and uniform laws and State regulations, it follows that an effort should be made toward providing a uniform course throughout the State.

FREE TEXT-BOOKS AND COMPULSORY ATTENDANCE. In this connection I wish to say that with all the objections, and there are many, I favor free text-books. I favor compulsory attendance; worked hard for the passage of the present law, and have assisted in securing the necessary petitions to hold an election in this county this summer to make it effective next year. I hope that the next Legislature will so amend the law as to extend the period of compulsory attendance from 80 to 120 days. No state has a right, however, to require its children to attend school without seeing to it that every child is provided with the necessary books. The State is not educating its youth actuated by philanthropic motives, but because she

realizes that an educated citizenship costs less and is more desirable than an ignorant or illiterate one. Free text-books and compulsory education go hand in hand.

EDUCATIONAL PROGRESS.—We are unfamiliar with the meaning of the word retrogression in this county. The public schools are making slow, but real and certain, progress. This is due primarily to the fact that the teachers of the county are improving both in scholarship and in method, and to the further fact that there is a constantly growing sentiment among the people in favor of better schools.

Our city schools are more efficient than our rural schools, which is true in every county in the United States. The best has always been given to the cities; not so much because the cities are selfish, but because the better teachers prefer to teach in the city. Most teachers would rather live in the city at a dead expense than to take a position in a rural school at a good salary. This ought not to be, but it is, and some other incentive beside money will have to be offered if we are to induce our trained teachers to accept rural positions. After all, under present conditions, you can not blame the teachers.

THE PRESENT EXAMINATION SYSTEM.—I think that the present examination system is far from perfect and is subject to many abuses. There certainly should be some changes made in it, or a new system evolved altogether. A State Examination Board, recommended at the last Legislature, I approved, along with other school men and women, as well as the State Educational Association and County Superintendents' Convention. I still favor that as against the present, but am not sure that that is the best system that could be devised. In this connection, I would like to state that I favor now, and have for some time, some form of recognition of diplomas or certificates from other States, when it can be shown that the holders from outside are capable, competent and qualified. Com-

petent teachers would have nothing to fear from such reciprocity, and the incompetent ought not to draw a salary from the public fund. There are only three States in the Union and one Territory that do not extend recognition to one extent or another to teachers from without. These States are Florida, Connecticut, New Hampshire and the District of Columbia. This is rather significant. Leaders in school administration and educational thought are, I think, agreed that there should be some sort of standardization among the States in the important matter of licensing teachers.

Respectfully submitted,

F. A. HATHAWAY,
County Superintendent.

ESCAMBIA COUNTY.

Pensacola, Fla., Jan. 1, 1917.

Supt. W. N. Sheats,
Tallahassee, Fla.

Dear Sir:

Complying with your request that I send you my biennial report, I beg to hand you the following:

NEW SCHOOL BUILDINGS.—During the past two years there has been built in Escambia county 10 new buildings with a total of 35 rooms, costing about \$55,000. The most substantial of these are the Jos. B. Lockey Grammer School, a semi-fire proof building of nine rooms, on the west side of Pensacola, and costing \$18,000; the James M. Tate Industrial School at Gonzalez in process of construction will cost when complete more than \$20,000; the Molino School, a three-room brick structure; and the Oak Grove School, containing four rooms and built of brick. All the others were frame buildings. All the above mentioned buildings were built from the general funds, with the exceptions of the James M. Tate Industrial School.

The citizens of that district voted a bond issue of \$12,000, which is to be spent in its construction. This is the only bond issue we have in Escambia County.

PENSACOLA HIGH SCHOOL.—During the past two years there has been marked improvement in the work of the Pensacola High School. The enrollment in 1915 was 295, and in 1916 was 351. This large increase in enrollment made necessary additional teachers, and the faculty now numbers thirteen regular teachers, and three special teachers. Progress has been made along many lines. The Domestic Science Department is now definitely established and has more than demonstrated its value. Music was added to the curriculum as a regular subject this year.

Quite noteworthy is the development of the High School Student Activities, the formation and organization of a Dramatic Class, under a special instructor, and a Students' Orchestra and participation in Athletics by a greater number of boys and girls.

Assisting in the movement to have the High School better serve the community, mention must be made of the Parent-Teachers' Association with its widened sphere of influence and usefulness.

The High School maintains the standard course of study. Courses are offered in the departments of English, Mathematics, History, Latin, Science, French, Commerce, Domestic Science and Education, the instructors in each department being specialists in their respective lines.

The High School this year is being housed in the old Grammar School building, a frame structure of fourteen rooms, centrally located for the entire city. We regret to admit that the building is not at all suited for the high school, but we expect a special tax district of Pensacola soon, and it is the intention of the citizens to subsequently vote a bond issue with which to build a home for the high school as well as some other buildings.

We have four other schools doing high school work that have been mentioned.

Muscogee, classified as an Intermediate High School, is doing excellent work. Its principal, Miss Sue Yent, holds a State Certificate and Miss Maggie Taulbee, her assistant in the high school department, has taken half her examination for a State Certificate. They have five teachers in the school and an enrollment of 125, with 23 in the high school department.

Century, a school of seven teachers, with an enrollment of 230, is doing good work as a Junior High School. They feel that with their present teaching force they will be able to strengthen the high school department.

Bluff Springs and Perry Pass are teaching high school subjects, although they realize that they cannot do standard work.

PENSACOLA GRAMMAR SCHOOLS. The erection of the Joseph B. Lockey School, mentioned under the head of "New School Buildings," and the converting of the old High School building into a grammar school building, expending thereon \$6,000 in addition to the original cost of \$25,000, which gives us a modern fireproof building of eleven rooms costing something over \$30,000, has enabled us to adopt the plan of two grammar schools for the City of Pensacola, one on the east side and the other on the west, with the High School in the center. All the grammar grades are housed in these two buildings with the exception of four rooms, which are temporarily being taught in the annex of the present High School building.

PENSACOLA PRIMARY SCHOOLS. We have at present eight primary school buildings, with a total of forty-three rooms. These are located wherever the population requires them. In general, they are substantial frame buildings and are fairly well equipped. They barely accommodate the first four grades.

JAMES W. TATE INDUSTRIAL SCHOOL.—We are now building a nine-room, semi-fireproof, brick structure on a forty-acre site at Gonzales, to be known as the James

M. Tate Industrial School. This building is to be equipped with sanitary drinking fountains, toilets, steam heating system, commodious corridor space, stairways, fire escapes, etc. The sewerage will be disposed of by means of a septic tank. Water will be supplied by a 2½-inch well, set in a 4-inch casing and pumped by a gasoline engine, 6-horsepower, into a 10,000-gallon tank. This engine will also be utilized for driving other machinery, which is to be added from time to time. This school is located thirteen miles north of Pensacola on the L. and N. and G., F. and A. Railways, in one of the best farming communities in West Florida, and I see no reason why it should not develop into one of the leading agricultural schools of the State. We expect to have taught thorough courses in domestic science and arts for the girls, and agriculture and manual training for the boys, as well as other usual subjects, and the equipment will be installed with these ends in view.

The grounds have been surveyed and a comprehensive layout made of all necessary driveways, walks, buildings, etc. The orchards and shade trees will be planted according to the survey and likewise every other permanent improvement made from year to year will develop this plan. The site in rear of the main building is to be cross-fenced into five-acre plats for farm demonstration purposes, with the necessary barn and stock sheds conveniently located.

We hope, by the establishment of this school, to induce the pupils who have finished the eighth grade in the smaller schools to come to this one and thereby enable us to eliminate as nearly as possible the teaching of High School subjects in the small schools.

SPECIAL TAX DISTRICTS. We have thirteen Special Tax Districts at this time, only three having been created

since my last bi-ennium. Petitions are now being circulated to call an election to place Pensacola under Special Tax School District supervision.

COUNTY TEACHERS' ASSOCIATIONS.—Our teachers have had for several years a Teachers' Association for the county, which meets four times each year, beginning the second Saturday in October. The city teachers also have an association; besides, the primary teachers have a separate Primary Association; yet all ex-officio belong to the County Teachers' Association.

TEACHERS' SUMMER SCHOOL.—We have had four very successful Summer Schools. We began in 1913 with three instructors and an enrollment of 50 teachers. In 1916 we had five instructors, among them being some of the best educators in the South, and an enrollment of 100 teachers. We encourage our teachers to go to the State Summer Schools or to good schools outside the State. The teachers who can not go away we urge to attend the local Summer School, and we provide for them the best advantages possible.

CANNING CLUBS.—At present we have no farm demonstration agent. We do, however, have a very efficient Canning Club Agent, in the person of Miss Lonny Landrum. She is a graduate of the Florida College for Women, a practical teacher, and is doing good work in this county organizing the girls and ladies into poultry clubs, conducting many school cooking demonstrations, sewing circles, etc., in addition to her usual duties as Canning Club Agent. She has 33 women and 65 girls and boys enrolled in poultry clubs and 80 girls are enrolled in canning clubs for the coming year. This work is in 20 different communities located in every part of the county. Numbers of Bulletins on home questions have been given to the women of the county who are not club members.

We are co-operating with the National Government to the extent that she will be employed in this county this year ten and one-half months.

SCHOOL FAIR.—I also want to mention the School Fair of this county. Only two schools undertook the fair this year—Bellview, under the leadership of its principal, Miss Vallie Jones; and Barth, under the direction of its teacher, Miss Eula Padgett. This being the second year for Bellview, they had a splendid exhibit of farm products and live stock of the community in the names of the school children. This is the first year for Barth, but the fair was a decided success. The fairs were worth a great deal to the communities, both in the way of education and inspiration. Of course, the Canning Club girls played their part.

SCHOOL EXHIBIT AT ESCAMBIA COUNTY FAIR.—The school exhibit at the Escambia County Fair has grown in the past seven years from a small display in the corner of a tent to a large and interesting exhibit occupying 50 feet by 100 feet in the Agricultural Building. The eight primary schools, two grammar schools and the high school of Pensacola, and the schools of Brent, Ferry Pass, Quintette, Cantonment, Barth and Century had exhibits, and the work was tastefully arranged on tables or hung on the wall. Many drawings were shown, and taken as a whole, showed marked improvement over work of former years. The interest in drawing is growing, and when its value correlated with writing, language, geography, history, manual arts and domestic art, is fully realized, it will have a place in every school in Florida. Some of the rural schools of Escambia County have already asked for it. Varied work from all schools included examples in writing, language, geography, history, mathematics, commercial, manual arts, and home economics, and this work was carefully examined by the

parents and friends of the pupils. The visitors' register showed seventeen States and one foreign country were represented by people interested.

STATE COURSE OF STUDY.—We would recommend that the State prepare a course of study for grades, one to eight, both inclusive, and that the course of study throughout the State be uniform.

COMPARATIVE EFFICIENCY OF CITY AND COUNTY TEACHERS.—Except for the advantage of having one teacher for each grade (an advantage that only the centers of population can have) I see little difference in the city and rural schools. One disadvantage to the rural school children worthy of mention here is the lack of high school accommodations. We are planning, however, to maintain a high school in the county, peculiar to the needs of the rural children. We, however, face the difficulty of getting the children to attend, as only a few will be able to bear their own expenses. I see no way out of this unless the country or State make an appropriation for part of the expenses for all eighth grade graduates who live more than five miles from some standard high school. I believe this is being done in some of the counties of the State now, and I shall recommend it to our Board next year.

THE OUTLOOK.—The enrollment in Escambia County schools has increased in the last four years more than 1,000 and the average attendance likewise has increased. Not all of this is due to increase in population, but is due to the increased interest in education on the part of the public. With our present buildings, our special tax districts and prospect of others to be created we really believe that we are entering upon an era of better schools, both city and rural.

Very respectfully submitted,

A. S. EDWARDS,
County Superintendent.

FRANKLIN COUNTY.

Apalachicola, Fla., Dec. 6, 1916.

Hon. W. N. Sheats,

State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:—

In compliance with your request I have the honor to submit herewith a brief report of the condition of Franklin County schools.

The past bi-ennium has marked more progress in educational matters than we have ever experienced at any stated period before. Our people are becoming more interested in education and therefore they have supported every movement introduced to them for the betterment of schools.

NEW BUILDINGS.—The fact of the creation of a Special Tax School District for Apalachicola and the carrying of a Bond election in said District for the purpose of erecting in said District a new school building, was made mention of in my last report. Since that report we have erected a splendid brick building in Apalachicola at a cost of \$27,000 with the money realized from the sale of said bonds. This building is modern in every detail. It has twenty-three rooms in all. The auditorium seats 450 persons. The building was planned and erected only for the needs of the present, but for the future needs of the people. During this year we have been successful in creating another special tax school district. With the creation of this district we have the satisfaction of seeing Franklin County wholly divided into special tax school districts.

ENROLLMENT OF PUPILS.—Our enrollment has increased during the past two years but very little. However, the average attendance is better. This is another evidence of the people's awakening to a deeper concern for the welfare of their children.

FINANCES.—Our last final report, July 1, 1916, shows an indebtedness of \$9,557.42 net, but we note on the same report that only \$1,638.06 of last calander year's taxes had been collected, and the amount assessed for said year was \$10,670.84. Amount still due July 1, 1916, \$9,032.78. Amount of poll taxes due \$211, making a total due at the close of the school year, 1916, of \$9,243.78, if this amount had been in hand at that time our report would have shown an indebtedness of only \$313.64. The next item in connection with this undesirable condition is, that during the last scholastic year we paid \$740 interest for money borrowed at eight per cent., with which to pay the expenses of the schools. Such conditions should not exist. The people should not be burdened with this unnecessary expense. The money paid by our Board for interest during the school year ending June 30, 1916, would have run our rural schools for six months.

LEGISLATION.—We favor the passage of such a law at the next session of the Legislature whereby it will be obligatory on the part of the Tax Collectors to close their books by the 1st of April of each year. The people will pay their taxes by a certain time if they know they must do so. On the other hand, if they can put off the payment of their taxes they will do so as long as possible. If such a law was passed and put into force it would not only be a great benefit to Boards of County Commissioners and Boards of Public Instruction, but it would be very much to the advantage of Tax Collectors. The tax-payers would then know that the collectors were forced by law to make their collections within a certain time and would, therefore, pay up.

UNIFORM EXAMINATION LAW.—Our present Uniform Examination Law for teachers has served its time. It has been a good law, but we need a new law now. No one, perhaps, realizes this fact any more than our esteemed State Superintendent, and your plan for a State Examination Board, in my opinion, would be the only law

whereby the proper results could be obtained in the certification of teachers, and I think that it is the duty of every County Superintendent and Board of Public Instruction in the State to assist you in your endeavor to have this law passed at the next session of the Legislature.

Respectfully submitted,

A. A. CORE,
County Superintendent.

GADSDEN COUNTY.

Hon. W. N. Sheats,
Tallahassee, Florida.

Dear Sir:

Complying with your request to furnish a report of the schools of this county for the past two years, I beg to submit the following:

NEW BUILDINGS.—Since my last report we have put up two new buildings. One is a three-room frame building for the white school at Hardaway; the other a two-story frame structure for the negro children at Quincy. The building at Hardaway cost \$1,200, while the one for the negroes was built at a cost of \$2,000. In each case one-half of the amount was appropriated from the general school funds, the other being contributed by the patrons of each district.

SCHOOL BUILDINGS REPAIRED.—During the bi-ennium we have repaired several of the older buildings; besides in many places, it has been necessary to add additional recitation rooms, due to the growing attendance in such schools. Approximately \$2,500 was spent in providing the material for such repairs, most of the labor being performed by the patrons free of charge.

HIGH SCHOOLS.—We are maintaining but one Senior

high school which is located at the county seat. It is open to all students of the county who are prepared to do the work of the high school. The school has a good library and ample laboratory fixtures, which enables it to do efficient work in each department. All teachers employed are properly certificated, according to the laws of the State and the Regulations of the State Board of Education. We believe the courses offered here are first class, and that the entire work of the school will compare favorably with the best high schools in the State. There are no intermediate high schools in the county. At present, we have three junior high schools, but after this year we shall have two more, making five in all. These three are located at Havana, Gretna and Greensboro. At Havana there are 15 pupils in the high school; 9 in the ninth, and 6 in the tenth grade. At Gretna, there are 14 pupils in the high school; 11 in the ninth, and 3 in the tenth grade. The one in Greensboro has a total of ten pupils in the high school; 8 in the ninth, and two in the tenth grade. These all have good library and the necessary laboratory equipment, worth not less than \$100 each. The principal in each school has the required certificate and only one of the standard courses is offered, thus meeting all the requirements of a good Junior high school.

TEACHERS.—We are usually fortunate in getting all that we need in the county. Seldom do we find it necessary to go elsewhere for teachers, except what is due to the shifting about of some from place to place. As before stated the great majority of them attend the summer schools, because the method of having their certificates extended without going through the regular examinations rather appeals to them; besides, it invariably furnishes us with a better grade of trained teachers. It is certainly a good step in the right direction and it is to be hoped that the State will more and more real-

ize the great need of the prepared teacher, and, in the future, make ample provision for the summer schools.

SPECIAL TAX SCHOOL DISTRICTS.—There are now 12 Special Tax School Districts in the county, 4 of which have been established since my report two years ago. In each of these districts we have a good school in charge of capable and experienced teachers. Everywhere in the county can be found increased interest and enthusiasm, as is attested by the continued creation of these districts. Education has begun to get hold of the people, and the entire situation looks very encouraging.

BONDING DISTRICTS.—Neither the county or districts have as yet taken advantage of the law authorizing the issuance of bonds for school purposes.

SCHOOL SANITATION.—The various schools of the county have complied with the requirements of Chapter 6836, or will have done so by the time this report is put into print. Also, the Act requiring that the evil effects of alcohol be taught to the pupils of the lower grades, is carried out to the letter. The little book, "Health is Wealth," is being used as a guide in this instruction. The several schools furnish the text at their own expense.

UNIFORM TEXT BOOK LAW.—I am in thorough accord with the Uniform Text-Book Law of 1911. In my judgment, it is the best measure passed in the interest of the poor boys and girls of this State for many years. It has been in effect here since its passage, and no doubt has saved the people immense sums of money every year in the purchase of new books. I should like to see the law so amended as to include high school books, and I hope the next Legislature will not adjourn until such an amendment has been enacted into law.

SCHOOL FINANCES.—The school finances are in very good condition. There are no debts of any kind on either the county or the special tax school district funds. How-

ever, it is sometimes necessary to borrow money on short loans to enable the Board to pay off teachers promptly. We are getting this money now at 5 per cent.

TEACHERS' COUNTY INSTITUTES.—In Gadsden County, we have what is known as the Gadsden County Teachers' Association. The membership is composed of teachers, patrons and others interested in the public schools. Meetings are held every month or two during the year in different sections of the county at which time very interesting programs are carried out. Everywhere, the people are filled with the determination to provide better schools for their children, which assures us that we may confidently hope for greater things in the future.

CORN AND TOMATO CLUBS. The county has had a Farm Demonstrator for several years, but until recently there was no Canning Club Agent, Mr. M. N. Smith of River Junction receiving the appointment as Demonstration Agent too late this year to do anything in the way of organizing Corn Clubs among the boys. He is now interesting the boys in this phase of the work and hopes to make a good showing next year. It may be of interest to state that Mr. G. H. Smith of River Junction was awarded the prize this fall for the best corn produced in the State. The salary of the Agent is \$1,200, one-half of which was paid by the county, the other was furnished by the Federal Department.

CANNING CLUBS.—Beginning in January, the Canning Club work will be in charge of Miss Ruby McDavid of Hinson. Her salary will be \$600 for a period of six months. Of this amount, \$300 was appropriated from the general school fund of the county, the other being furnished by the department having such work in charge. With the assistance of these two agencies in the field another year, we feel assured that the general educational conditions in the county will be very materially benefited.

TEACHER-TRAINING DEPARTMENT.—As yet we have no such department organized in connection with any of our schools. No doubt it would be a very useful department if properly installed, but scarcity of funds and lack of space have made it impracticable to attempt anything along this line. However, it is our purpose to undertake it as soon as the demand is made and when funds will justify it. I consider this a very worthy measure, as it will enable us to procure teachers who have been trained in the profession of teaching rather than to be forced to use those who have attended some so-called Normal School established here and yonder over the State, the sole object of which seemingly having been to prepare students to pass the examinations and get certificates.

COUNTY SCHOOL BOARD.—I fail to see the need of increasing the membership from three, as at present, to five members. I am against creating any more useless offices and, being unable to see the wisdom of having five members constitute the County Boards of Public Instruction, I go on record as opposed to the proposition.

SCHOOL LIBRARIES.—Considerable interest has lately been created in the various school communities in providing good libraries for the pupils of the several grades. This has been encouraged by our County Board by adopting a resolution agreeing to pay one-third the expense of installing these libraries. Many schools have already purchased them and others are planning to do so in the near future.

PROGRESS.—My annual report will show that the enrollment for the year ending June 30, 1916, was 5,704, with an average attendance of 3,945. This is an increase of about 10 per cent in enrollment and about 8 per cent in average attendance for the last two years. Of course, these figures are not big enough to cause us any unnecessary comment, but at the same time they are such as to lead one to believe that we are gradually progressing

along all lines. We anticipate a much greater attendance in the future than we have had in the past, because of the interest to be found throughout the entire county.

Very truly yours,

CHARLES H. GRAY,

County Superintendent.

HAMILTON COUNTY.

Jasper, Fla., Nov. 28, 1916.

Hon. W. N. Sheats,
Tallahassee, Fla.

Dear Sir:—

Complying with your request of Nov. 21, I beg leave to submit the following brief report.

NEW SCHOOL BUILDINGS.—During the past two years we have built 2 school houses at a cost of about \$300 each. The houses were one-room school house built in the rural districts. During the same period we have spent \$1,200 repairing school houses.

HIGH SCHOOLS.—We have one Senior School in the county. It is located at Jasper. Last year there were 52 pupils enrolled in the High School Grades. The school has never been recognized by the State Board of Education but we are making efforts now to gain recognition by that Board.

We have a Junior High School at Jennings with an enrollment in the high school grades of 21, and another Junior High School at White Springs with an enrollment in the high school grades of 20. Nenther of these schools has been recognized by the State Board of Education.

TEACHERS.—We have no trouble in securing teachers for our schools. We have enough teachers in the county to teach our schools, but we get a few from other counties and send them a few of ours just to show them that we are willing to exchange.

SPECIAL TAX SCHOOL DISTRICTS.—We have only 4 special tax school districts with one white school and one colored school in each district.

SANITATION.—Our out-buildings are not up to the requirements of the State Board of Health because we have no funds with which to meet the requirements. However, we have built a number of out-buildings for our schools and are building more as our funds will permit.

TEACHING THE EVILS OF ALCOHOLICS AND NARCOTICS.
As soon as we are informed by the State Superintendent that a text book for that important study had been adopted, we passed a resolution requiring our teachers to teach the subject in our schools. The people refused to purchase the books for the pupils, then I requested the teachers to lecture the pupils at least once each week on the subject. As we have not had an open saloon in this county in 20 years and it is certain that we will never have another one, I believe that the children of this county are reasonably safe from the evils of both alcohol and narcotics.

UNIFORM TEXT-BOOK LAW.—We are satisfied with the uniform text-book law. The only inconvenience about it is, the profit is so small that we can not get merchants to keep the books. I believe that if the law was amended so that County Superintendents could handle the books for the contractors, it would be a great convenience to the people in getting books.

SCHOOL FINANCES.—While we do not get enough money and equip our schools as we would like to have them, we manage to keep out of debt. At the close of the last school year our report showed that our net indebtedness was \$122.46 for the county school fund and \$4,177.78 for the special tax districts. At the same time there was due us about \$5,000 from uncollected taxes.

COMPULSORY SCHOOL ATTENDANCE.—We have never

voted on the question of compulsory school attendance in any part of this county. The people are opposed to it and I see no good reason for it myself.

TEACHER-TRAINING DEPARTMENT.—We maintained a Teacher-Training Department in our Senior High School last year without asking for State aid. Under the able management of Prof. J. M. Gulliams, the department was a great success and we are making application this year for State aid. The law is a good one and should never be repealed.

COUNTY SCHOOL BOARDS.—We are well satisfied with the present number of School Board members. I can see no objection to a two-year term. If the members give satisfaction, they are always returned.

STATE COURSE OF STUDY.—I favor a State Course of Study in all twelve grades. The Legislature should empower the State Superintendent to appoint a committee to outline the course. The course should be furnished to the counties, and for two years the course should be advisory only, but after two years the County Superintendents should be required to enforce it just as they now enforce the course of study adopted by the County School Board.

FREE TEXT-BOOKS.—Ordinarily, I am in favor of getting as much as I can free, but I am opposed to free textbooks. I have had a little experience with free textbooks and I find that where the books come free it takes about three times as many books as when the books are purchased by the parents. Books are so cheap that the poorest can purchase them. It would be better to let the people buy the books and increase the appropriation to Teacher-Training Departments.

NEW LAWS RECOMMENDED.—County Superintendents should be furnished an assistant during the months that their rural schools are being taught, and the Superintendents should be required to spend four or five days in the week visiting and supervising schools.

THE PRESENT EXAMINATION LAW. I favor the present system with a few changes. There should be a State Grading Committee, whose duty should be to grade all of the papers or to review the grading of the County Grading Committees. The State Board of Examiners recommended to the last Legislature, in my opinion, was a very poor excuse for its author to get employment. I see no reason why the State should pay out tens of thousands of dollars per annum to a Board to travel over the State and examine teachers. If County Superintendents are not capable of conducting teachers' examinations, then the Legislature should raise the requirements for County Superintendents. I believe that County Superintendents should be required to hold at least a first grade certificate and should have at least five years' experience in teaching.

CONCLUSION. I had such short notice that this report was wanted that it was impossible for me to make a full report. I trust that it will reach the State Superintendent's office in time to be included in his report.

Respectfully submitted,

J. A. JACKSON,

County Superintendent.

HERANDO COUNTY.

Brooksville, Fla., —, —.

Hon. W. N. Sheats,
State Superintendent,
Tallahassee, Fla.

Dear Sir:—

In reply to your request for a statement of operation and conditions affecting schools in this, Hernando County, during the past two years, I beg to submit the following:

NEW BUILDINGS.—We have erected only one new building during the past two years. This was a white rural school.

REPAIRS.—All school buildings are kept in good repair. Expenses of repairs will average approximately \$1,000 per year.

TEACHERS.—We have found little difficulty in filling all positions with legally certified teachers, but find an increasing number of very young teachers. Many obtain certificates after completing the ninth or tenth grade of school. I believe an age limit should be established and maintained, making 19 years the minimum age for teachers. Average salary paid teachers is about \$51 dollars a month, a slight increase in the two years.

SPECIAL TAX SCHOOL DISTRICT.—The entire county of Hernando is embraced in 11 special tax school districts. These districts embrace 19 schools for whites and 8 schools for negroes. All districts have voted and now levy and collect the full legal limit of 3 mills.

BOND DISTRICTS.—Brooksville District No. 1 is the only district voting bonds as yet. This district voted \$10,000 for addition to Hernando High School building, this addition has been completed and is now in use.

SCHOOL SANITATION.—All schools are provided with necessary out-houses, some of which have been screened as required by Chapter 6836, Laws of 1915. All others will be screened in the near future.

UNIFORM TEXT-BOOKS.—This county was exempted from compliance with uniform text-books law on account of existing contract and furnishing free-books.

SCHOOL FINANCES.—Our general funds is badly in arrears. Special tax district funds are kept intact. Local banks have cashed teachers' warrants at face value.

A law should be enacted by the 1917 Legislature permitting counties to issue bonds sufficient to retire present indebtedness, and a constitutional amendment should be

submitted to the people allowing an increase in the levy of either the general or district funds for school purposes.

TEACHERS' INSTITUTES AND SUMMER SCHOOLS.—We do not maintain Teachers' Institutes or Teachers' Summer Schools. Many of our more progressive teachers take advantage of the Summer School at Gainesville.

VOCATIONAL WORK. No attempt has been made to introduce vocational work into our schools on account of lack of funds.

CANNING AND CORN CLUBS.—We have both Canning and Corn Clubs, also Pig Clubs, all of which have been very successful. Mr. T. J. Daniel is Farm Demonstrator. Miss Kate Townsend has charge of Home Demonstration Work; 40 boys are enrolled in corn clubs, while about 36 girls are participants in canning club work.

COMPULSORY ATTENDANCE.—We are not in position to enforce compulsory attendance, hence have not urged the holding of elections.

SCHOOL BOARDS.—The present number of Board members is satisfactory. An increase to four members, with the Superintendent an ex-officio member, would only add to the responsibilities and perplexities of the Superintendent. The present method of selection of the School Boards is not ideal. School affairs should be removed from contact with politics, if possible.

STATE COURSE OF STUDY.—If the uniform text-book law is to be maintained, by all means have a State Course of Study, covering the entire course from chart class to graduation from the high school.

FREE TEXT-BOOKS.—I favor free text-books. On no account would our people, who have had 25 years' experience with this system, agree to its discontinuance. The yearly expense per pupil for books does not exceed 60 cents under this system.

PROGRESS. Schools have shown satisfactory progress during the past two years and there has been a substantial increase in enrollment and average attendance.

Respectfully submitted,

W. A. THAXTON,

County Superintendent.

HILLSBOROUGH COUNTY.

Hon. W. N. Sheats,

State Superintendent of Schools,

Tallahassee, Fla.

Dear Sir:

Complying with your request for a statement of what the school officials in Hillsborough county have accomplished during the past two years, I take pleasure in submitting to you the following report:

NEW BUILDINGS.—Hillsborough county has erected 43 new school houses during the administration of the present Board, 23 of which have been built in the last two years. Of this number, 19 are for whites and 4 are for negroes. The 19 buildings erected for whites contain 182 class rooms; the 4 negro schools have 25 class rooms. Money for the erection of these buildings was obtained through the issue of bonds upon the special school districts.

REPAIR OF BUILDINGS.—It has cost something more than \$15,000 to keep the white school buildings in repair for the past biennium. The upkeep of the negro schools has been approximately \$2,000 for the same period.

HIGH SCHOOLS.—Hillsborough county has two Senior High Schools and four Junior High Schools classified after the 6-3-3 plan of organization. In addition to these, we have four Junior High Schools under the Florida classification. I consider each of the schools mentioned

up to the standard of State Regulation. I approve the State fixing a standard not only for high schools, but for elementary schools, and demanding this standard be maintained. However, a County Superintendent of schools, or principal of a high school, should be permitted to show cause why the standard has not been maintained before any action is taken which might injure any particular school in the county. I see no excuse for having our standards made by out-of-state bodies. Florida school men are supposed to read and keep up with the best in education as well as other current happenings. The high school enrollment now amounts to 470 in the Senior Schools and 1,305 in the Junior Schools.

TEACHERS.—We get all the teachers we need and have at present an over-supply. While the quantity is always ample, the quality is not satisfactory. Unfortunately certification under the Florida law does not necessarily mean one who is prepared to teach. We have tried to overcome this by carrying on teacher training through a supervisory system. This year we have conducted a model one-teacher country school and required country teachers to visit it and make notes. We have followed this up by seeing that these same methods were applied by the visitor after she returned to her school. The average salary in the Senior High Schools is \$92; in the Juniors \$61. While salaries have not been increased during the past two years in the high schools, they have been materially increased in the elementary grades.

SPECIAL TAX SCHOOL DISTRICTS.—All of the territory in Hillsborough County is now within a special school district, of which there are 57 in the county. In these districts are 80 schools for whites and 20 for negroes.

DISTRICTS BONDED.—Bonds have been voted in 17 school districts in the sum of \$419,900. Most of this money was spent in the erection of the 43 new school houses. A part, however, went to refund outstanding indebtedness of the districts.

SCHOOL SANITATION.—Practically all of Hillsborough's country schools meet all sanitary requirements of the State. The city schools have met these requirements for some time.

EVILS OF ALCOHOL AND NARCOTICS.—The provisions of this law have been carried out to the letter. "Health is Wealth" has been, and is being, taught to every grade in the county.

UNIFORM TEX-BOOK LAW.—The uniform text-book law operates satisfactorily in Hillsborough County. Most of the books in use are satisfactory. There is more in the teacher than in the text. All depositories are supplied promptly.

SCHOOL FINANCES.—The county school finances are not in the best shape, not from any mismanagement by school officers, but because of the heavy demands made upon the school funds without a corresponding increase in tax values. The millage being fixed, unless the assessment grows, with increased attendance and extra demands, the school income will not cover the school expense. Neither the general school fund nor the special tax school funds have any floating debt. With exception of the 17 bonded districts, there is no indebtedness upon special tax school districts.

TEACHERS' COUNTY INSTITUTES.—Hillsborough County has held a four weeks county normal or coaching school every year. This has been held in order to get certificates for the country teachers. Our best teachers have been going to Tallahassee and Gainesville for summer work, and some few to the larger universities. The county has a very active teachers' organization and reading circle.

VOCATIONAL WORK.—Manual training and domestic economy are taught in the schools, not as vocational training, but as cultural courses to give training to motor activities. Efforts are being made in the junior high schools to study the vocational tendencies of children at the adolescent age. The only real vocational work is the ap-

plication of the scientific study of agriculture to the farms of the county, which is being done by the teachers in the country schools and by the corn and canning club agents. These agents are now paid by the County Commissioners from the agricultural tax.

COMPULSORY SCHOOL ATTENDANCE.— Hillsborough County, at present, has eight school districts in which the compulsory school attendance law is operative. For lack of school funds the School Board has not encouraged the voting of the law upon the city of Tampa. I am confident Hillsborough County would carry an election for compulsory school attendance by a two to one majority.

SCHOOL LIBRARIES.—Two years ago the School Board issued an approved list of library books agreeing to contribute \$10 from the general school fund when the trustees had appropriated \$10 from the district funds and \$10 had been raised by the school from private subscriptions. Since adopting this plan about forty per cent of the schools have received libraries with approximately 50 volumes each.

TEACHER-TRAINING DEPARTMENT.—Hillsborough County has no teacher training in the high school. In as much as the county employs a number of competent supervisors the school board uses this means of training teachers.

TRANSPORTATION OF PUPILS.—No transportation is paid out of the general school fund. Two districts have transportation for which they pay out of the special tax fund.

COUNTY SCHOOL BOARDS.—The present number and method of electing school boards seems to be satisfactory. I think it would be a mistake to make the Superintendent a member of the Board. He has too many responsibilities now. It would be wise to separate the superintendent from the business department and demand of him expert supervision. To accomplish this he would have to be elected by the School Board from the best available material.

UNIFORM TEXT-BOOKS.—The Uniform Text-Book Law

seems to be working well. I heartily approve uniformity for the elementary schools. Where children are taught by specialists in departments, I do not think uniformity would work so well.

STATE COURSE OF STUDY.—I approve a State Course of Study for all grades from one to twelve. However, unless this course is made out by expert school men and women, it will be harmful. Standards set for city and country schools could easily be maintained by withholding any part of the State school fund.

FREE TEXT BOOKS.—I heartily approve free text-books for all grades. Florida will always be behind in educational work until she gets them. The question is how to get the money to buy them and keep on buying them.

PROGRESS OR RETROGRESSION.—The school enrollment of the county has doubled during the past quadrennium, and the teaching force has been multiplied by two with an increase in expense of ninety-two per cent. Forty-three new buildings have been erected and eleven country schools consolidated.

EFFICIENCY OF CITY AND RURAL SCHOOLS.—The city school upon the whole is better than the country school. This will be true as long as people would rather live in the city than in the country. The best teachers will work in the city for less money.

PRESENT EXAMINATION SYSTEM.—The examination and certification of teachers is probably the most difficult of solution of the problems involved in education.

For the sake of efficiency, I believe the normal trained teacher should be recognized without examination from whatever State she may come. I favor at least five first class normal schools operated by the State with standard curricula. There is no dearth of supply of teachers with certificates, but a scarcity of those who are trained for work. It matters not what system of examination you employ, it will not produce trained teachers.

NEW LAWS RECOMMENDED.—I recommend a law creat-

ing a County School Finance Board. Such a Board, if made up of the School Superintendent the chairman of the county board, one banker, one merchant, one lawyer, one doctor and one successful farmer, and given power to make up a school budget and levy sufficient millage to take care of the budget, would not only keep the schools out of debt, but would secure to the county a wise expenditure of funds.

Very cordially,
MARSHALL MOORE,
County Superintendent.

HOLMES COUNTY.

Bonifay, Fla., November 27, 1916.

Hon. W. N. Sheats,

State Superintendent of Public Instruction,
Tallahassee, Florida.

My Dear Sir:

Herewith is submitted a brief report for your biennial report of educational conditions and progress in this county.

NEW BUILDINGS.—During the past two years, we have erected 18 new buildings for white children; one for negroes, at a cost of about \$200. There are but few negroes in the county and they are badly scattered. Each of these buildings is 26 by 40 feet in size and contains 2 rooms. The cost was met from the county school funds and from private donations. All were located in the rural districts, except one modern high school building erected in the town of Bonifay, costing \$19,000. The funds for the latter were raised by bonding the special tax school district.

During the past 4 years, 23 new buildings have been

erected, which is by far more school buildings than have been erected in the history of the county. The total cost of all approximating \$29,000.

SCHOOL BUILDINGS REPAIRED.—Six school buildings for whites were repaired at a total cost of about \$300.

HIGH SCHOOLS.—There is but one high school in the county, this is located at Bonifay, the county seat, and had an enrollment last term of 350 pupils, 31 of these in the high school department. The Regulations of the State Board of Education for standardizing high schools are heartily approved, and we think the Bonifay school richly deserves to be classed as a standard Junior High School.

There is connected with it a Teacher-Training department, which enrolled 40 students the past term and did excellent work. In all other schools of the county there are enrolled about 70 pupils in the ninth grade, though it is not claimed these are high schools.

TEACHERS.—There are employed about 92 teachers in the county, of these about 25 or 30 are secured from other counties. We have no difficulty in securing teachers, and, as a whole, the teachers are capable and efficient, most of them giving general satisfaction and good results.

SPECIAL TAX SCHOOL DISTRICTS.—There are 37 special tax school districts in the county, 12 of these have been created within the past three years, and they embrace 61 white schools and 7 negroes.

BOND DISTRICTS.—Bonifay special district No. 3, is the only one having voted bonds; the amount was \$18,000, which sold for \$19,000, with this the Bonifay high school building, a modern brick structure, was erected.

SCHOOL SANITATION.—The county has made considerable progress in school sanitation, and it is hoped that the schools of the county will be on a par in this respect with the best in the near future.

THE EVILS OF ALCOHOL AND NARCOTICS.—very little has been done so far towards putting into operation the provisions of Chapter 6832, Acts of 1915, though our

teachers are teaching the evil effects of narcotics practically without the use of the booklet, "Health is Wealth." The books have not been supplied because the School Board has been badly handicapped by the lack of funds.

THE UNIFORM TEXT-BOOK LAW.—So far, the uniform text-book law has proven very satisfactory, though fear exists that books will be changed too frequently. Some complaint has arisen because the local agents have not been supplied with the books as promptly as it appears they might have been. The books are generally approved, there are some exceptions. I believe the grammars and arithmetics could be changed with advantage.

SCHOOL FINANCES.—The County School Board is in arrears, their total outstanding indebtedness, June 30, 1916, was \$35,300.08. There has been paid since that date \$4,934.35. The indebtedness of the special tax school districts, June 30, 1916, was \$9,090.85, but two-thirds of this amount will be paid in the next few weeks. Teachers are paid promptly, the money being borrowed to meet monthly pay rolls. School finances are likely to continue in arrears in this county, because obligations are increasing all the time while the income remains practically the same. Expenditures have increased within six years 75 per cent, while the income has not increased over 2 per cent. This accounts for the deficiency in funds. There can be but one remedy for this situation, that is raise property assessments.

TEACHERS' INSTITUTES.—Holmes county has no organized teachers' association, though several efforts have been made. While past efforts have availed nothing, still I feel that the country will soon awaken on this subject.

TEACHERS' SUMMER SCHOOLS.—About eight of the teachers of this county attended the Summer Schools held under State auspices the present year.

VOCATIONAL WORK.—It is regretted that nothing has

been done along this line, from the simple fact that the county has not been in such financial condition as to take on any extra expenses.

CANNING CLUBS AND FARM DEMONSTRATOR.—The county had a Farm Demonstrator until recently; he resigned, but it is hoped that another will take his place and the work will be continued. His salary was \$85 a month, one-half paid by the County Commissioners and the other by the general government. It has been arranged for a Canning Club agent to begin work in January, 1917, on a salary of \$75 per month, one-half to be paid by the County School Board and the other half by funds coming from the United States government.

COMPULSORY SCHOOL ATTENDANCE.—No step has been taken towards putting the law of 1915 into effect, though the people favor it. The cause simply lacks some one to agitate the matter and to lead it. If it was put to a vote, I feel sure that two-thirds of the people would favor it. I also believe that a great majority of the people would favor a State-wide mandatory school attendance law.

SCHOOL LIBRARIES.—Within the past four years libraries have been put in twenty schools of the county, each costing from \$54 to \$160. They have proven very helpful to the schools. There is no question but that the money was well invested, and Trustees and other school officials are urged to place good libraries in every other school in the county.

TEACHER-TRAINING DEPARTMENT.—The School Board of Holmes county was among the first to establish a Teacher-Training Department under the law of 1915, and was so well pleased with the results that the department is continued the present school year. As stated, it was connected with the Bonifay High School, with J. J. Hathaway as instructor.

TRANSPORTATION OF PUPILS.—It has not been found necessary to introduce this system into this county.

COUNTY SCHOOL BOARDS.—Three members composing a

County School Board is not satisfactory, because it permits any two to control. I favor enlarging the Board and making the County Superintendent a member *ex-officio*, so that he may not be a mere figure-head, as under the present system, and subject to the whims of two men who may know scarcely anything about school affairs.

The present method of selecting members of school boards is very satisfactory and could not be improved upon, unless they be elected by the whole county instead of by districts.

UNIFORM TEXT-BOOKS.—The uniformity of text-books has many advantages and is heartily approved, especially for the first to the ninth grade.

STATE COURSE OF STUDY.—There should be a uniform State-wide Course of Study for all grades from the first to the twelfth. The Legislature should provide for a State Committee composed of experienced educators, with the State Superintendent as chairman, to prepare, print and promulgate the course, and the State Superintendent should be empowered to enforce it.

FREE TEXT-BOOKS.—This is a great problem, though not untried, and wherever tried it has proven satisfactory. I favor it on the grounds of economy, and a greater blessing could not come to thousands of children of Florida. Even if it should take all the hunting licenses and commissions arising from the fish industry, and one-half the interest of the State school fund, I believe it would be a wise thing and meet the approval of a large majority of the people.

PROGRESS AND RETROGRESSION.—Holmes County has made most wonderful progress during the past four years educationally along all lines. School enrollment has increased from 2600 to 4032; average attendance has increased over 65 per cent.; the number of schools has grown from 50, taught part of the term, to 68 taught the full term each year; the number of principals has increased from 60 to 92; the number of assistant teachers

has moved up from 10, teaching part of the term, to 33 in 1916. The increase in number and value of school buildings was partly given under the head of "New Buildings." Four years ago there were only eight new frame buildings, 23 have since been added, not counting the high school building, larger in size, better in architecture, many of them painted, and better in equipment in every respect. Nearly \$8,000 have been expended for patent desks and blackboards, while four years ago there was nothing but a plank blackboard in the county.

COMPARATIVE EFFICIENCY IN TOWN AND COUNTRY SCHOOLS.—The county schools do not compare favorably in efficiency with the town schools, because the small appropriations made the country schools proved insufficient to secure as well equipped teachers; but where practically equal advantages are given the country schools, their efficiency is equal to, or even greater than the town schools. County teachers and pupils possess equal merit, but do not have equal opportunity with the town teachers and pupils. No special legislation is needed for country children, but simply impartially executed laws.

PRESENT EXAMINATION LAW.—The present system of examination is too well known and too much abused to do real service in educational uplift, and should be abolished. The State Examining Board might prove the best solution of the problem of certificating teachers, but I favor letting the County Superintendent hold the examination and create a State Grading Committee.

CONCLUSION.—I would say in general that the schools of this county are in a flourishing condition. The rural schools, by means of their district funds, have increased their terms from 4 to 5 and even 7 months.

On retiring from office and taking a retrospective view, after 4 years in the service, and witnessing the intensified interest in education, on the part of the people, the growing interest and activity of teachers, the spirit for

better buildings and equipment, and the general tendency to move forward and upward in all matters relating to education, I can but feel gratification and a pardonable pride in the work accomplished.

This being probably the last bi-ennial report that will ever be made by me, I take special pleasure in extending sincere thanks to Hon. W. N. Sheats, State Superintendent of Public Instruction, for his kind forbearance and timely assistance rendered me time and again during his administration. My sincere gratitude is also expressed to the good citizens of Holmes County for the many favors which they have so generously bestowed upon me; to the County School Board for the valued assistance rendered me in over-coming the many perplexing problems confronting me during my administration; to one and all who assisted and befriended me during my term of office, with gratitude in my heart, I extend unfeigned thanks and my best wishes for your success and happiness.

This, my last report, is respectfully submitted.

T. J. McDADE,
County Superintendent.

JACKSON COUNTY.

Hon. Chas. B. King, County Superintendent. (It was impossible to get a report from this county.)

JEFFERSON COUNTY.

Dr. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:

Complying with your request for a general statement of the present condition and progress of schools in Jefferson county, I beg to submit the following report:

NEW SCHOOL BUILDINGS.—Three new school buildings have been erected and furnished within the past four years: Monticello school building, costing \$21,000; Mars Hill, \$317.50; Granger, \$283.23. The Monticello building was paid for by the Board with borrowed money. The other two were paid for with county money. Monticello building has twelve rooms, an auditorium that will accommodate 400, a heating plant, and all modern conveniences. These buildings are for whites.

SCHOOL BUILDINGS REPAIRED.—Bethel and Aucilla buildings have had a new coat of paint, and some little repairing has been done on a few other buildings. Nothing has been done to the negro school buildings, but they are in need of repairs.

HIGH SCHOOLS.—There is an Intermediate High School at Monticello with twelve grades. The high school department enrolled 46 during the past year. There is also one Junior High School with an enrollment of 10 in the high school department. I most heartily approve their being required to measure up to State Regulations. Let the standard be raised, not lowered. The State is the proper authority to standardize schools, as it is more capable, and there could be no uniformity without State supervision and State direction. I am doing all I can and more than I have authority to do. I have asked several times for more authority in placing teachers and in other matters. As soon as the law can be so amended as to give the County Superintendent more power, I expect to raise the standard. Especially have I contended that Monticello be made a Senior High School and that the course of study be up-to-date in every respect.

TEACHERS.—It is rather difficult to get high-grade teachers at present salaries. We have little trouble in getting third-grade teachers, while normal trained teachers are the best. The salaries have been decreased this year.

SPECIAL TAX SCHOOL DISTRICTS.—There are now three

Special Tax School Districts in the county. District No. 1, Monticello, embraces one white and one negro school. The other embraces one white school only. Neither of these districts has voted bonds.

SCHOOL SANITATION.—Some improvement in out-buildings have been made, but they are not yet as they should be.

TEACHING THE EVILS OF ALCOHOL AND NARCOTICS.—We encourage the teaching of the evils of alcohol and narcotics in our schools and the teachers are expected to do this. Some few of our teachers in the primary and intermediate grades have purchased "Health is Wealth" at their own expense and use it in their classes.

SCHOOL FINANCES.—County funds are in arrears, both the district and the general funds. June 30, 1916, the outstanding warrants against general school fund were \$16,278.52; against district funds \$1,380.95;. The outstanding warrants against general fund here reported does not include borrowed money, only those now due. The school board made arrangements with the local banks to pay the teachers each month. When the Board made out the budget, in July, for the coming year, a sinking fund of \$7,000 was reserved to meet the warrants that would be coming due during the year.

TEACHERS' COUNTY INSTITUTES.—In the year 1914-15 two very profitable Institutes were held in Monticello. During the year just closed, we did not have one. In the fall when we should have had it an epidemic of diphtheria broke out and the school had to be suspended for two weeks. In the spring a Chatauqua was held and one day was devoted to education. Aside from this nothing has been done along that line.

TEACHERS' SUMMER SCHOOLS.—A few of the teachers of the county attended the Summer School at Talahassee. More attend each year.

VOCATIONAL WORK.—I believe in vocational work and encourage it but we are handicapped by our finances.

We expect to introduce some of these subjects into our schools as soon as finances permit. especially in the Monticello School.

CANNING, CORN AND OTHER STUDENTS' CLUBS.—For one year we have had a farm demonstrator, Mr. Milton C. Gardner, who has organized 8 clubs with 41 members. Some of the boys have done well and had exhibits at the County Fair, held a few weeks ago. Recently a Canning Club agent, Miss Jennie Carter, was appointed for this county, and she has already organized 11 Clubs with 58 members. Mr. Gardner's salary is \$1,200, \$600 being paid by the county and \$600 by the United States Government. Miss Carter's salary is \$1,000; \$600 being paid by the county and \$400 by the General Government.

COMPULSORY SCHOOL ATTENDANCE.—No part of the county has voted this law. No movement has yet been made to put it in operation. I think such a law would not meet with favor.

SCHOOL LIBRARIES.—We have libraries in five of our schools, but we need more and better libraries. We must come up in this matter, for no school can do efficient work without a good library.

TEACHERS' TRAINING DEPARTMENT.—We have not yet aroused sufficient interest in the School Board for this department. It is sadly needed.

TRANSPORTATION OF PUPILS.—A per diem allowance has taken the place of the van wagon system, and we find it to be less expensive and more satisfactory. The Board pays each child living two and one-half miles from the consolidated schools 10 cents per day for every day it attends school.

COUNTY SCHOOL BOARDS.—I would be glad to have five members on the Board. It would give the Superintendent a voice in matters and secure better representation to the different parts of the county. I hope that part of the law will be amended at the coming session of the Legislature.

UNIFORM TEXT-BOOKS.—I think text-books should be uniform in all grades below the high school.

FREE TEXT-BOOKS.—I do not favor free text-books.

PROGRESS OR RETROGRESSION.—Some progress has been made during the four years. In most of the schools both the enrollment and average attendance have increased yearly. The high school department had more pupils the past year than it has ever had in the history of the school. We have better teachers and they seem to take greater interest in their work and in the pupils.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—As to the efficiency of the rural and town schools, I will answer in the language of the rural school inspector who recently made us a visit: "The teachers of Jefferson county will compare favorably with any in the State."

PRESENT EXAMINATION SYSTEM.—The present examination system is all right if properly carried on, but the Superintendent and his assistants have to keep wide awake. One thing I will say, that persons should not be allowed to go from one county to another to be examined. They should take in their home county, except where they are attending a normal school, then it would be all right for them to take the examination at that place.

NEW LAWS RECOMMENDED.—I think that we have enough laws and that those we have ought to be enforced.

More interest has been taken by patrons the past two years than ever before, and I trust that the teachers and Superintendent will receive more co-operation in future than they have in the past.

Yours truly,

S. H. TAYLOR,

County Superintendent.

LAFAYETTE COUNTY.

Hon. W. N. Sheats,
Tallahassee, Florida.

Dear Sir:

Complying with your request I beg to submit the following report for the bi-ennium ending June 30th, 1916:

NEW BUILDINGS.—We have erected 9 new buildings at a cost of \$4,640.32, and have repaired some 40 old buildings at an expense of \$966.94, all paid out of general school fund.

HIGH SCHOOLS.—Our county high school has been advanced to the intermediate grade and measures up to the State Regulations, and we expect it to advance to a Senior next season.

TEACHERS.—I have been fairly successful in securing legally certificated teachers at all times, but have often met with disappointment in getting the work done that should have been done. The fact is, the efficiency of the teaching force is entirely too low. In many places where interest runs high, the people meeting with dissatisfaction despair, and this brings about a reaction that will not be overcome in years.

SPECIAL TAX SCHOOL DISTRICTS.—We have 21 Special Tax Districts embracing 47 white schools and 5 negro schools, though the negroes get no benefit from the special district funds.

OUT-BUILDINGS.—Our out-buildings are generally in good sanitary condition, although the law of 1915 has not been carried out in every instance.

ALCOHOLICS AND NARCOTICS.—I fear that this most important subject has been and is being neglected to an alarming extent; teachers do not seem to have the proper conception of the awfulness of the effect on the human body and soul. "Health is Wealth" has been and is still being furnished the teachers, but it is almost, if not altogether a failure, as it cannot be used as text-

book to any advantage, and but few teachers are, well enough posted to give lectures that would be of much benefit.

THE UNIFORM TEXT-BOOK LAW.—The operations of this law seems to be generally successful and satisfactory, while in my opinion there is entirely too much dead matter contained in most of our readers.

FINANCES.—As to our financial condition, I would say we are in fairly good condition considering what has been done, of course, when a considerable number of schools start in summer, we run aground for money before the taxes are collected, but we usually have enough brought over to run well into the new year. Our Special Tax Districts are in good shape and all will come out and have a balance when taxes come in, except one.

TEACHERS' INSTITUTES.—I am sorry to have to state that our teachers have no organization at all; and this brings me to the point of Teachers' Summer Schools, which I heartily approve and would suggest a law compelling every teacher to attend a teachers' training school at least 20 days each year, to be conducted under auspices of the State.

VOCATIONAL WORK AND COMPULSORY ATTENDANCE.—As to vocational work there is not a stronger advocate of vocational educational living than I am; I believe that very human niche in government, society and commerce should be filled by an actual citizen, who feels and bears responsibility; who fills his place with vision, character and vitilized activity, whether he be worth pennies or millions, whether he plows, wields an anvil, occupies the pulpit or interprets the law; but courses of study, vitilized efforts and all other means will fail if not applied, hence we must have some means of getting the children to the school and that can be accomplished through only a compulsory school attendance law. The

cause so many oppose it, but individually, I would favor a State-wide mandatory law with as few provisions as possible.

LIBRARIES.—I believe in a good up-to-date library in every school for the benefit of the entire community, hence, during the four years just closed, I have succeeded in getting libraries in nearly all of the schools of the county, but owing to the indifference and incompetence of teachers in many places, they are not getting the benefits that they should.

TRANSPORTATION OF PUPILS.—We pay transportation for pupils living 3 miles or more from the school, at the rate of 15 cents per day each, unless more than three attend from the same place, then we pay 50 cents per day.

COUNTY SCHOOL BOARD.—I consider this one of the most important of all questions, but hardly know how to express myself, in fact, I believe it would be a violation of law to do so. As it now is, it is awful, but how to better it is the question. I believe there should be 2 or 4 members selected of the best men in the county, and that the County Superintendent should be ex-officio the third or fifth member, and that all should be men whose ability and integrity are beyond question.

UNIFORM TEXT-BOOKS.—I heartily approve uniformity, I mean uniformity for all grades including high schools. I also approve a State Course of Study for all grades, and would suggest that the State Superintendent be allowed to select a committee of four to assist him in adopting, printing and promulgating such a course, but I would everlastingly and uncompromisingly oppose a free text-book system, except as we now have it.

INTEREST IN SCHOOLS.—I am proud of the fact that interest has increased in this county until the average attendance is some 40 per cent. more than it was four years ago.

RURAL SCHOOLS.—Now as to the neglected country

school. I don't think there is much in it. Of course, the country schools in general do not make as rapid progress as the town and city school, but the fault is not altogether in the system. There are many reasons for the backwardness of the rural schools, but the main reason is the indifference of parents.

EXAMINATION SYSTEM.—I do not approve of the present examination system, because it is not practical, it's not a test of one's knowledge and ability. I think a State Board of Examiners, say three to each Congressional District, would be an improvement, but I think this Board should be allowed to hold oral as well as written examinations and make reports to the grading committee numbers to correspond with other papers.

Very respectfully,

G. N. TRAWICK,
County Superintendent.

LAKE COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:—

Complying with your request I submit the following brief report of the schools of Lake County:

BUILDINGS.—Lake County School Board continues the policy of giving to the children of the county up-to-date school buildings, well furnished and equipped. Within the last two years a large amount has been spent for building and repairs and preparation at the beginning of this school year for continuing this work was planned. With a few exceptions all the school buildings are first-class and modern.

Three new buildings for white schools and three for negro schools are planned for the coming year.

Within the past two years the following new buildings have been erected:

Leesburg, \$45,000; Travares, \$15,000; Umatilla, \$14,000; Grand Island, \$2,000; Clermont-Minneola, \$10,000; Fruitland Park, \$1,800. During past two years about 15 school buildings were repaired at a cost of several hundred dollars with the following new ones built: One new building for negroes at Clermont; one for whites at South Clermont; one for whites at Mount Dera.

HIGH SCHOOLS.—Lake County maintains two Senior High Schools,—Leesburg and Eustis; one Intermediate,—Umatilla High School; three Junior,—Travares, Clearmont-Minneola and Montverde.

Every effort is being made to bring these schools up to the standard of Regulations of the State Board of Education, and it is believed that this will be done during the next school year. We approve of their being required to measure up to these Regulations rather than standardized by regulations made by those unauthorized to act in this matter. Mascotte, Groveland, Sorrento and Mount Dora are four-room schools and ninth grade work is being done in them. All these schools are becoming better each year. Attendance good in all.

TEACHERS.—It has been somewhat difficult to get a supply of efficient teachers but in nearly every case competent teachers legally certified have been secured.

SPECIAL TAX SCHOOL DISTRICT.—Lake County has 34 Special Tax School Districts and the maximum three mills is levied in all except a few in which two mills furnishes sufficient revenue. Funds from the districts assist in supplementing the teachers' salaries and in extending the length of term.

BONDING DISTRICTS.—The following districts have bonded for school buildings:—

Leesburg, \$45,000; Travares. \$15,000; Umatilla, \$14,-

000; Grand Island, \$2,000; Clearmont-Minneola, \$10,000. Sorrento has bonded for \$2,500 and will erect a two story school building near the new building erected a few years ago. Bay Lake bonded for \$2,000 and will erect a handsome two-room school building.

SCHOOL SANITATION.—The School Board is making every effort to meet the requirements of Chapter 6836, Acts of 1915, and expects to have all schools comply with this law.

TEACHING EFFECTS OF ALCOHOL AND NARCOTICS.—Teachers are not neglecting the work of teaching the effects of Alcohol and Narcotics, but in some schools this has not been done as affectively as required.

UNIFORM TEXT-BOOK LAW.—Has been successful in this county. In some places there were some complaints that agents were not properly supplied with books.

SCHOOL FINANCES.—The financial condition of the county is good, both as to county and district funds. The school year opens with a surplus from last year's county school fund. All districts, with few exceptions, had a good surplus at the opening of the school year. Teachers salaries are paid promptly. From December to May we have been borrowing for expenses, as the taxes collected are not equal to amount of expenditures through these months. We have secured a very low rate of interest for this purpose.

INSTITUTES.—Successful Institutes are held in the county. They are well attended.

SUMMER SCHOOLS.—A large per cent of the teachers of Lake County attended Summer Schools.

VOCATIONAL WORK.—Industrial work has been introduced in the schools of Lake County, and in many schools excellent work is done. Equipment for the schools is needed and efforts are being put forth by the school board and trustees to assist in this department. Home Economics is taught in Leesburg High School and Montverde Industrial School and to a limited extent in many other

schools of the county. The county farm demonstrator assists in Canning, Corn and other Students' Clubs. Only a limited number of boys and girls are engaged in this work. Teachers have been furnished with works on Manual Training, Home Economics, and other helpful books to assist in this work.

MONTVERDE INDUSTRIAL SCHOOL.—Montverde Industrial School is doing the best of work. Opportunity is given pupils to pay part of their expenses while attending this school. A large girls' dormitory has been completed for the opening term, 1916-1917.

SCHOOL FAIR.—The Annual School Fair has been a success since its beginning. It is held the last week in January of each week at Tavares. The number and variety of school exhibits, industrial and regular school work were encouraging to friends of education. More than three-fifths of the white school children of the county were in the parade the last day of the Fair.

COMPULSORY SCHOOL ATTENDANCE.—This county has not yet voted upon this law. It is very probable an election will be called at the end of this school year. We prefer a State-wide, mandatory compulsory attendance law.

SCHOOL LIBRARIES.—Many of our schools, in fact, nearly all Special Tax School Districts, have school libraries.

TEACHER-TRAINING DEPARTMENT.—Lake County has not yet established a teacher-training department in any of the High Schools. This will likely be taken up next year.

TRANSPORTATION OF PUPILS.—Where it is possible to do so, small schools are transported to larger schools. We find that in many cases it will not cost as much to transport a small school as to employ a teacher for the school. The children transported have advantages in the school to which they have been transported they could not have in the small rural school. Transportation is generally made to High Schools and to schools having three or more teachers.

COUNTY SCHOOL BOARDS.—The present number of members of School Boards has proved satisfactory in this county, but we believe that five members, of which the County Superintendent shall be *ex-officio* the fifth member, the four being elected for four years, and only two retiring every two years, would be much better.

UNIFORM TEXT-BOOKS.—We approve State text-book uniformity below the high school and would not object to the same through the high school.

STATE COURSE OF STUDY.—We favor a State Course of Study through all grades from the first to the twelfth, but especially from first to eighth. The Legislature should provide for a committee to adopt, print and promulgate such a course of study.

FREE TEXT-BOOKS.—If the hunting license, fish commission and other outside funds can be made to supply the books without using the present school fund, we favor a system of free text-books.

PROGRESS AND RETROGRESSION.—The progress of our schools is shown by our up-to-date, well-equipped school buildings and by the increased enrollment and attendance of pupils as compared with the same four years ago.

PRESENT EXAMINATION SYSTEM.—We do not know of any better system than the present examination law. It has its objections, but we do not believe there is anything better. The principal objection is the length of the examinations. Of course, there may be other objections, such as incompetent and unfair grading committees, &c.

CONCLUSION.—In conclusion, it gives us pleasure to state that the outlook is bright. Patrons are interested, as shown by their voting nearly \$100,000 bonds for better buildings and equipments in this county.

Respectfully submitted,

WM. T. KENNEDY,

County Superintendent.

LEE COUNTY.

Hon. W. N. Sheats,
Supt. Public Instruction.

Taking the topics suggested by the State Superintendent, it is with pleasure that I submit the following report.

NEW SCHOOL BUILDINGS.—We have erected 6 new school buildings during the last four years at an approximate cost of \$85,000.

Fort Myers' Special Tax School District voted bonds amounting to \$35,000, from which Gwynne High School was built and furnished. It was found necessary to use \$5,000 from the general school fund to complete the high school plant.

A one-room school building was erected at Eddy at a cost of \$500, funds used were from both general school fund and district funds.

LaBelle Special Tax School District voted bonds in the amount of \$25,000, which was used in securing a school lot, erecting and equipping a Junior High School. This is one of the most beautiful and best equipped school plants in the State.

Owing to the congested conditions existing in the Edgewood Grammar School, we had to add another room. A one-room bungalow building with toilets, was constructed; it being the intention of the School Board to inaugurate the "Unit System," so much used in the States of California, Washington and Michigan.

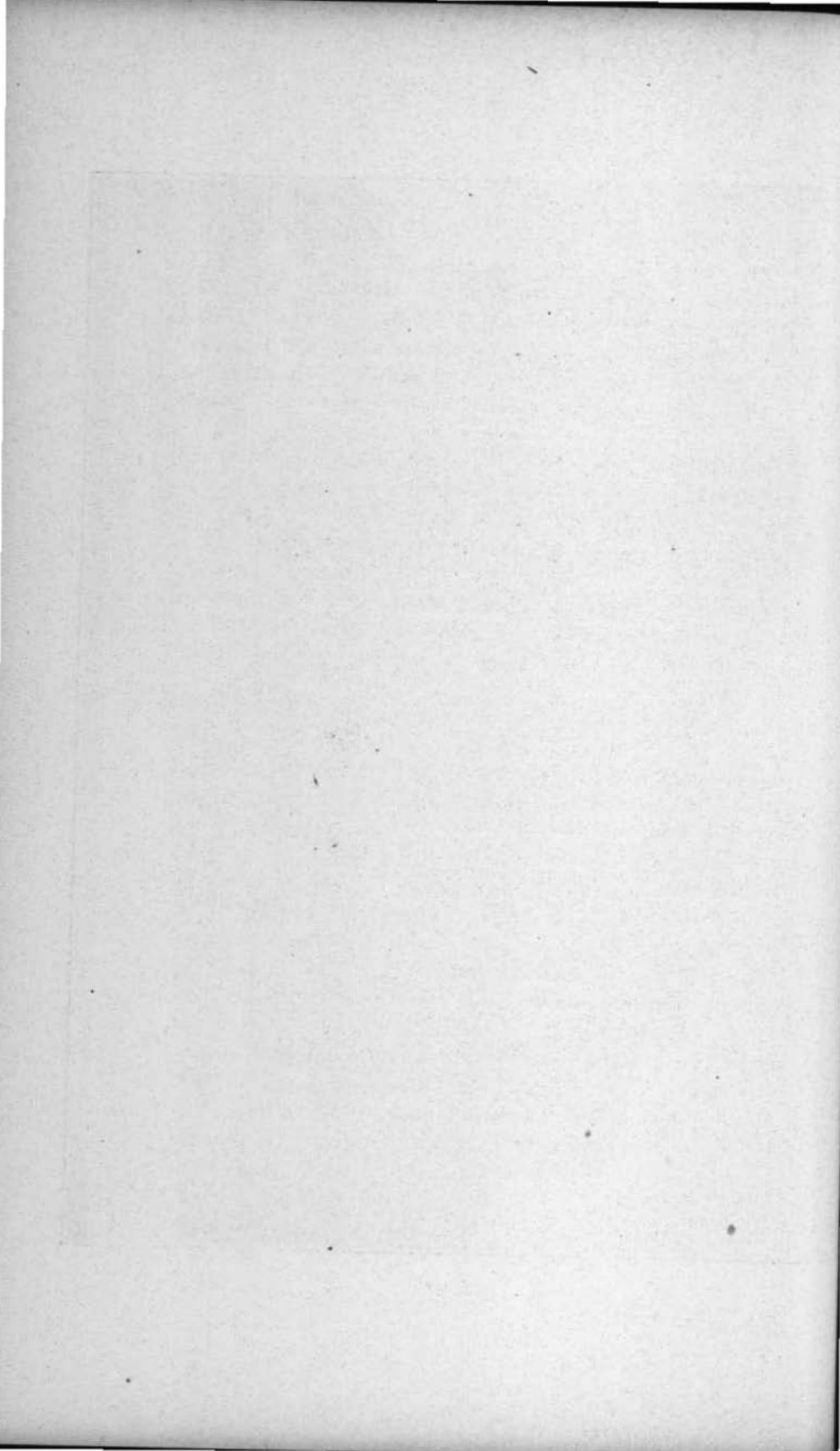
The increased attendance necessitated the erecting of a four-room building in Fort Myers, which was done at a cost of \$400.

The Alva Special Tax School District voted bonds in the amount of \$15,000, which was used in erecting and equipping an up-to-date Junior High School. The Alva School is doing Intermediate High School work.

HIGH SCHOOLS.—Lee county maintains one Senior High



Gwynne High School—Fort Myers.



School only. This high school takes its place among the accredited high schools of the State. Its laboratory, which represents an outlay of \$750, is well-equipped. The library contains something over \$600 worth of books. The enrollment, at present, is 87; corps of teachers five. The graduates from Gwynne High School easily enter the State College for Women and the University of Florida, without examinations.

For several years past there has been a marked improvement in the qualifications of our teaching force, which I attribute, largely, to the Lee County Teachers' Institute, organization of Parent-Teachers' Association, lengthening of school terms to eight months, increased salaries, and community interest in general. Our schools begin the first Monday in September, if possible, fair salaries are paid, and little difficulty experienced in securing teachers.

SPECIAL TAX SCHOOL DISTRICTS.—All of our schools are in special tax school districts. Every district with the exception of two levy the three mill tax; these two, two mills. Our people would not think of disorganizing any of the special tax districts, as is largely through these special funds that school terms have been lengthened and free text-books furnished in some of the larger districts.

UNIFORM TEXT-BOOK LAW.—The uniform text-book law is satisfactory as far as it goes, but it is not sufficiently far-reaching. I would recommend uniform high school text-book law be enacted and that a committee of the leading educators of the State be appointed by the State Board to make the selection for a period of not less than three years. Our school book depository keeps us well supplied with grammar school books. As to the satisfaction the grammar school texts are giving, we would certainly condemn the Wheeler Readers, which is obsolete, to say the least.

SCHOOL FINANCES.—We have liquidated approximately \$8,000 old outstanding indebtedness during the past four

years. Our school warrants are worth 100 cents on the dollar. If we have not the money to pay teachers' salaries, our credit is good at the local banks. These banks manifest a co-operative spirit, which is greatly appreciated by the School Board.

TEACHERS' COUNTY INSTITUTES.—Lee county has a well-organized teachers' association, known as Lee County Teachers' Institute, which convenes at least twice a year. The first meeting, which is held during the week immediately preceding the week in which the schools open, is productive of much good.

Our second and third meetings are very helpful to the school officials and serve their purpose admirably as a stimulus to the teaching force.

VOCATIONAL WORK.—Lee county has one senior high school and three junior, all of which are well-equipped with Home Economics Departments. Much interest is taken in Domestic Science and Domestic Art both by the pupils and patrons. The Board appropriated \$400 this year to supplement the salary of a Home Demonstration Agent. The work being done by the Home Demonstration Agent correlates beautifully with the Home Economics Departments. The Board is devising ways and means for the introduction of Manual Training Departments in the high schools.

COMPULSORY SCHOOL ATTENDANCE.—Only one special tax school district has voted to put this law into operation. Has it succeeded? Well, I should say not, it is a farce and a miserable failure. None of the schools of Lee county have a term of less than eight months, consequently, an 80 day, compulsory school attendance law is "null and void and without value," as practically all the children of school age, attend school at least half of the term. I would certainly recommend that a State-wide, compulsory, attendance law be enacted by the next Legislature. If this is thought to be impracticable by our law-

making body, I would suggest that the present law be so amended as to cover the entire length of term, and have severer penalties attached thereto.

SCHOOL LIBRARIES.—Every school in Lee county has a graded library, costing not less than \$70, with the exception of five very small schools. These schools will be provided with libraries at an early date. Our school libraries are well selected by a committee of three of the leading educators of the county, viz.: Prof. R. M. Sealey, Superintendent of City Schools; Mrs. Laycock, who has been teaching in the grades at Fort Myers for the past 12 years; and Mrs. W. J. Odom, who has been doing primary work in the same grade for 12 years. These libraries were paid for by the special tax school districts, and the local Boards of Trustees believe this one of the best investments they have ever made.

TRANSPORTATION OF PUPILS.—It is the policy of the Board to transport pupils from sections where it obviates the necessity of establishing new schools. At present there are five regular transportation busses running. Next term there will be more, and the number will increase from time to time as the public roads are hard surfaced. Good roads, that are being contemplated, when completed, will add materially to the consolidation of schools and thereby, will greatly improve school facilities throughout the County.

In concluding this report, I wish to say, that it is with some degree of pride, that I point to the progress made along all educational lines, during the past few years. With the co-operation of the present School Board, the assistance given by the local Boards of Trustees, the co-operation of teachers and the interest that is being manifested by both patrons and pupils, I predict even greater progress for the schools of Lee County in the future.

Yours truly,

JOS. W. SHERRILL,

County Superintendent.

LEON COUNTY.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir:

In compliance with your request, I beg to submit the following report of school conditions in the County of Leon:

BUILDINGS.—The school buildings in Leon County are in good condition. Since the last general report, we have built and equipped a Kindergarten Department. The building is 25 by 50 feet, metal roof and cost \$1,166, the equipment costing about \$400. We have torn down and built new buildings at the following white schools: Natural Bridge, New Hope, Troy, Rose, Méridian, Lake Hall, Eastman and Silver Lake, costing \$3,106. New buildings for the negro schools as follows: Woodville, Mt. Zion and Ward, costing \$953. The above schools are all one-room buildings and the expense of same came from the county fund.

REPAIRS.—We have done a great deal of repairing and have good frame buildings at each place.

HIGH SCHOOLS.—We have our Senior high school at Tallahassee. It has made most gratifying progress during the past two years. The increase in enrollment for the past year is 30 per cent. in the high school department. I consider our Senior high school up to the Standard of the Regulations of the State Board of Education. I positively feel that every Senior high school in Florida should be required to measure up to the Regulations as the standard, and not use a standard outside the State. We have added a thorough commercial course to our high school. We have finished the basement rooms of the Leon High School, which cost \$1,000, and they have been well equipped for an up-to-date commercial department on one side of the hall and a gymnasium on the other side. We also have domestic Science and Domestic

Art Departments. We have no Junior or Intermediate high schools in Leon County. The school at Woodville and Chaires cannot be classed as such.

TEACHERS.—As a rule, we can get a sufficient number of teachers to supply all our schools, but we frequently have to use young, inexperienced and untrained teachers. We have always been able to get teachers legally certificated. Only one or two temporary certificates have been issued within the last two years. Salaries of white teachers range from \$35 to \$225 per month. The salaries of negro teachers are from \$25 to \$75 per month, which shows an increase since the last report. All our white rural schools run six months and the negro schools four months.

SCHOOL SANITATION.—Every white school in the county has been provided with fly-proof out-buildings. The larger schools, Woodville and Chaires, have been supplied with a sewerage system, also the Lincoln graded school for negroes. We have been unable to supply our negro schools with the sanitary fly-proof toilets, with the exception of one or two. As soon as the funds will permit, we will have all supplied.

UNIFORM TEXT-BOOK LAW.—The Uniform Text-Book Law is just what we need, so as to be able to classify our schools in Florida. Books are not promptly supplied to agents, or at least, orders are filled so slowly that they are sometimes several weeks behind. The books that are being used generally meet with the approval of the teachers.

SCHOOL FINANCES.—The funds of the county are in good condition, and it does not owe a single dollar. The special Tax School District No. 1, owed January 1st, 1913, the amount of \$24,209.74 on the New Leon High School building. At this date, Dec. 1st, 1916, the amount of indebtedness has been reduced to \$17,709.74, hence, \$6,500 has been paid on debts of the district in four years. We pay teachers promptly.

TEACHERS' SCHOOLS.—The attendance of teachers upon the Summer School from Leon County was approximately 25 white teachers and about 30 negro teachers.

CANNING, CORN AND OTHER TEACHERS' CLUBS.—Our Farm Demonstrator receives a salary of \$1,500 per year, \$900 of this salary is paid by the County Commissioners, and \$600 by the general Government. He is doing very helpful things for our boys and farmers, in organizing Corn Clubs, Pig Clubs, and Poultry Clubs. Forty-five boys are enrolled in Corn Clubs. Our Canning Club agent receives a salary of \$1,000 per year, \$400 from the School Board, \$100 from private donation, and \$500 from the United States Government. She has done a great work in Leon County organizing the Canning Club work and House-keeping Clubs. The total number of girls in this work is 45.

SCHOOL BOARD MEMBERS.—I think a Board composed of five members, of which the County Superintendent should be ex-officio, the fifth member, the four being elected for four years and only two retiring every two years, would be one of the best laws that could be passed.

THE EXAMINATION SYSTEM.—One of the pressing needs at this time, is a change in the present way of certifying teachers. We should have a State Examining Board. All connected with this work are aware of its defects, and I deem comment unnecessary for the many reasons are too apparent why the present method of certifying teachers should be abolished. It is hoped that the next Legislature will change the law of examining teachers.

OUTLOOK.—While the public school system of Leon County is far from perfection, much good work is being accomplished and progress and improvements are being noted each year. In looking over the statistics and comparing the present status and general enthusiastic school

spirit that exists among our people generally with that of a few years ago, we view it with a feeling of pride and satisfaction.

In closing this, my last general report for publication, I wish to thank you and your office force for the kindness and courtesy shown me during my term of office.

Yours very truly,

H. H. ISLER,
County Superintendent.

LEVY COUNTY.

Hon. Thos. W. Price, County Superintendent. (It was impossible to get a report from this county.)

LIBERTY COUNTY.

Bristol, Fla., Dec. 15, 1916.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:—

Complying with your request, I herewith submit a report of all school work in this county for the past two years, ending June 30, 1916.

NEW SCHOOL BUILDINGS.—The past two years, we have done but little in the way of new school buildings, having built only three small one-room houses, at a cost of \$344.68 for the three. All were paid out of the county fund.

SCHOOL BUILDINGS REPAIRED.—We have had but little repairing to do for the past two years, paying out only \$857.76 from the county school fund.

HIGH SCHOOLS.—I regret to say that we have no Junior High Schools in the the county, that come up to the standard of the Regulations of the State Board of Education.

TEACHERS.—While we have but few teachers that reside in the county, we are not put to much trouble in securing competent teachers from other counties. We pay teachers from \$30 to \$90 per month.

SPECIAL TAX DISTRICTS.—We have but two Special Tax School Districts in the county, embracing four white schools and no negro.

BONDING DISTRICTS.—We have no Bonded Districts in the county.

SCHOOL SANITATION.—The condition of our out-buildings are very good, though we have complied with the requirements of Chapter 6836, Acts of 1915, at the larger schools.

UNIFORM TEXT-BOOK LAW.—We have strictly compiled with the law. We have no trouble in getting the books adopted through the agents. The present adopted books are giving general satisfaction to the people of this county, I can see no cause for any change.

SCHOOL FINANCES.—At the close of the present bi-ennium, our county school funds were in arrears to the amount of \$1,751.43, but this is much less than it was two years ago. We borrow money from the the bank to meet all of our obligations. We have a small balance on hand in the district funds.

TEACHERS' COUNTY INSTITUTES.—We have no organized County Teachers' Association.

COMPULSORY SCHOOL ATTENDANCE.—We have no school district in the county run under the compulsory law. Still I believe a majority of the citizens of the county would vote for a compulsory school law.

CANNING, CORN AND OTHER STUDENTS' CLUBS.—We have Boys' Corn Clubs with about 20 boys enrolled, and they have been making fine progress. But we have no Canning Clubs or other Students' Clubs. Mr. A. W. Turner,

is our Farm Demonstrator, his salary is \$85 per month, this money is paid \$60 by the general government and \$25 from county funds.

TEACHER-TRAINING DEPARTMENT.—We have no teacher-training department in any of our schools, as we have an insufficient number of pupils far enough advanced.

COUNTY SCHOOL BOARDS.—According to my idea, the present number of School Board members are not sufficient, and would suggest that the Board be composed of five members, of which the County Superintendent should be *ex-officio*, the fifth member. The four being elected or appointed for four years, with only two retiring every two years. I rather favor the Board members being recommended by the County Executive Committee and appointed by the Governor.

UNIFORM TEXT-BOOKS.—I favor uniformity of text-books, especially through the eighth grade.

FREE TEXT-BOOKS.—I am not in favor of free text-books, only in cases of charity.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS. My observation in regard to rural and town schools are, that rural teachers and pupils are as efficient with few exceptions as those of the town. I do not think that any special Legislation is necessary.

CONCLUSION.—As my term of office expires January 1, 1917, and I wish to thank you for the courteous manner in which you have treated me during my administration under you. I wish you much success in your future school work.

Yours very truly,

J. E. ROBERTS,
County Superintendent.

MADISON COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:

In compliance with your request, I submit herewith a report for this county for the past two years:

BUILDINGS.—Seven new buildings have been erected in the past two years at a total cost of \$4,000. All these are for white rural schools. Two have two rooms each, the others one room. No extensive repairs have been made, but nearly all buildings have had minor repairs at a total cost of \$2,800. Funds for buildings and repairs have been supplied entirely by the School Board from the regular county school fund.

HIGH SCHOOLS.—Madison has a good Senior High School and Pinetta a Junior, but neither of these will quite measure up to the standard set by the State Board of Education as to the number of teachers. There are 60 pupils in the high school at Madison and 13 in the Pinetta school. I think it best for the State Board to fix the standard, as the members of this Board understand local conditions better than some outside body.

TEACHERS.—We have as a whole an efficient corps of teachers, measuring up, I am sure, with any other county in the State. But this does not mean that all are proficient in their profession. We have no trouble in securing a supply of legally certificated teachers, but we sometimes have to use the young, unqualified and inexperienced. Salaries have advanced as rapidly as funds would permit, the average now being \$56 for white teachers as compared with \$36 ten years ago.

SANITATION.—Whenever it has been necessary to erect or repair an out-building we have used the plan sent out by the State Board of Health, and within the next year

all buildings will be of this type. While the plan has been used, it could be made more practical and less costly with just a few changes.

ALCOHOLICS AND NARCOTICS.—Very few schools are observing this law in full. Dealers have supplied themselves with the text, "Health is Wealth," and the attention of teachers has been called to the law on the subject, with the result that most of them are securing and using the book to a limited degree.

UNIFORM TEXT-BOOK LAW.—This law has operated in this county with very little friction. Dealers have been promptly supplied and usually keep a full stock on hand. The quality of the binding is perhaps as good as we could expect at the price, but some of them are not very substantially bound. Teachers in the primary grades have found fault with the Readers especially, and the Grammars and Spelling Books are not altogether satisfactory. So far, I have heard no complaint in regard to the other texts. I believe it would be better to have the texts uniform in all grades.

FINANCES.—Our finances are in fairly good shape, considering the amount of building and furnishing we have done, the increased length of term and higher salaries paid, with all taxes in for the scholastic year the general fund was in arrears \$3,200, and all the districts \$250. A good portion of this indebtedness is represented by interest which we have to pay on account of the fact that taxes are so slow coming in. We pay our teachers promptly and borrow the money to do it. Forty per cent. of the seven mill levy is collected after July 1st each year, part coming in as late as October. This should be remedied by a law requiring the tax books to close January 1st, and final settlement made March 1st. In order to make this law effective, the Comptroller should be required to enforce a settlement promptly. This would relieve a large burden of interest in a great many counties.

BOYS' AND GIRLS' CLUBS.—This county had a very ef-

ficient Demonstration Agent, Mr. D. R. McQuarrie, and for the past year a good Canning Club Agent, Miss Jennie Carter. The first was paid \$100 per month for full time and the latter \$90 per month for nine months, half of the salary of each being paid by the County Boards. This work is slowly but surely having a marked effect, giving a different outlook both to the home and the school. About 150 boys and girls are enlisted as members each year and practically every pupil is affected by their work.

COMPULSORY ATTENDANCE.—No part of this county has taken advantage of the local option compulsory attendance law, and no movement is contemplated. Sentiment is slowly growing in favor of a State-wide law and, in my opinion, this is the proper step to take. Such a law should be reasonable and at the same time rigid enough that it may be enforced.

TEACHER-TRAINING DEPARTMENT.—We have not attempted to put this department in our High School, and before this work can be a success we must have competent teachers in charge. Better trained teachers for all schools are sorely needed, but we cannot hope to have them unless those in charge of their training are qualified for the work. It will be worse than useless to flood the counties with young, inexperienced teachers who are able to pass an examination but who are in no other way qualified for the responsible positions they hold, and this will be the result of placing incompetent men at the head of these training departments.

TRANSPORTATION.—There are three schools in the county to which pupils are transported, 7 wagons being used to transport 125 pupils at a total cost of \$1,475. The average cost has been about 12c per day per pupil. The most serious difficulty is the cost, which has been increasing rapidly in the past few years. If the cost continues to advance we shall have to discontinue this work, much as I should dislike to see it done.

THE SCHOOL BOARD.—The School Board, as now com-

posed, has given satisfaction here, I believe. Making the Superintendent a Board Member and increasing the number to 5 would be satisfactory to me, as would also the suggested change in the length of term.

STATE COURSE OF STUDY.—I favor a State Course of Study for all grades, elastic enough to meet the varied conditions, but a standard for all schools. A committee to draft and print such a course should be provided for by law, and a Manual for the teacher should be printed, also, to go with this Course of Study.

FREE TEXT-BOOKS.—Under present conditions I do not favor free text-books, for we need all the funds we have to provide for longer terms, higher salaries, more trained teachers and better equipment. But if the funds could be secured from some outside source I believe it would be a good thing.

RURAL AND TOWN SCHOOLS.—The terms in this county provided for from the general fund by the Board are the same length for all schools, 6 months, but a few are extended to 8 months by district funds. The town schools are perhaps a little more efficient, but this can be accounted for by the longer terms provided for by the districts, better attendance and better grading. Several of our rural schools have a summer term and a winter term and the average attendance and interest are not so good where this condition prevails. But given as favorable conditions as the town school, the rural school will show just as efficient work.

EXAMINATIONS.—I favor the State Examining Board recommended to the last Legislature, but see little prospect of this measure ever becoming a law. Certainly some change should be made in the present law so as to make the examination more uniform. It is now uniform in name and questions but not in conduct or grading. Until the grading and method of conducting the examinations are changed, certificates issued in some counties will not be at par elsewhere.

NEW LAWS.—Since the passage of law requiring reports to the Comptroller the many forms and reports have become expensive and burdensome, and the clerical work of the Superintendent has nearly doubled. Many new and expensive record books and blanks, supplanting those just as good in many instances, had to be bought and, in some counties, a special clerk to keep these records and make out the reports is required. Already we had to report to the State Superintendent, State Auditor, Clerk of the Court and have the Financial Statement published in the local paper, as well as keep at least three copies of each warrant in the office. These reports cover in detail the same items reported to the Comptroller, the report to him is useless and the law requiring it should be repealed. But if allowed to stand, then the Comptroller should shorten and simplify his forms so as to make the work less onerous and burdensome.

PROGRESS.—Slowly, perhaps, but surely, we are making advancement along all lines. We have erected a few real modern rural school buildings and have put in better equipment in practically all of them. The enrollment has increased 650 and the average attendance 450 in the past 4 years, but the percentage of attendance has increased but little. This is the source of our greatest leak. For every dollar expended a little more than 60 cents reaches the pupil directly, and a part of this is lost by irregularity. This cuts the efficiency of the schools almost in half. This condition should be remedied in some way, if possible.

Respectfully submitted,

G. W. TEDDER,
County Superintendent.

MANATEE COUNTY.

Hon. W. M. Rowlett, County Superintendent.

(It was impossible to get a report from this county.)

MARION COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction,
Tallahassee, Fla.

Dear Sir:

NEW SCHOOL BUILDINGS.—During this period we have erected a number of buildings that will stand as educational monuments for years. In Ocala we have erected a modern high and grammar school building at an expense of about \$60,000, remodeled the primary building at an expense of about \$12,000, thus giving us a \$20,000 house; built a new building at North Ocala worth \$5,000. For the negroes we have erected a new building costing \$7,500, and it was put up by a reliable negro contractor, and this, with the old building, gives them a plant worth probably \$16,000.

At Dunellon we erected a splendid building for a town of its size, costing about \$13,000, and removed and repaired the old white school building for the negroes, thus giving them ample house facilities.

The Weirsdale house has been remodeled and repainted, making a very presentable and serviceable building.

At Citra we have put up an unusually fine house for the size of the place, costing about \$12,000, and excellently adapted to its purpose.

At Fellowship we have a well-arranged country school building costing about \$2,500.

Besides those mentioned there were several small country houses erected, well adapted to the needs.

The funds for the building operations were obtained by bond issues of the Ocala, Dunnellon and Citra districts and donations of the county to meet the proceeds of the bond issues.

REPAIRS.—In the matter of repairs, there have been numerous repairs and remodeling for both white and colored buildings. The idea has been to keep the houses in a good state of repair, so as to preserve the buildings as they are, and in numbers of cases so remodeling them as to suit changing conditions.

HIGH SCHOOLS.—The Ocala High School has all along been recognized as one of the good senior high schools of the State. It has measured up to the standard of the State. The Dunnellon school has for about three years been recognized as a senior high school and its graduates have been honored as such. The only school that we have had to rank as a junior high school was the Citra school, and it was able to qualify in all particulars as a junior high school.

I approve their being required to measure up to Florida standards as high schools. It may be that we can advantageously consider outside requirements in connection with the Florida standard, but the making and prescribing of the standard should be from within and not from without.

Howard Academy at Ocala is the only colored high school, and that is a junior high and comes up to the requirements.

TEACHERS.—The question of an adequate supply of efficient teachers is always the most important question that arises in school administration, for here it is that the entire system centers. Up to the last year we had experienced a shortage of teachers even after having exercised all possible diligence and discretion in making our selections. We have certain county regulations that sometimes hamper us somewhat in securing teachers, but which we think have a generally wholesome effect upon

the system. We have a regulation not to pay more than \$40 a month on a third grade certificate, nor more than \$50 per month on a second grade. The salaries on first grade certificates depend upon the position occupied. We also do not place any teacher as principal with one or more assistants under him except that teacher holds a first grade certificate. These regulations have been made by the county for the purpose of holding out inducements to the teachers to advance themselves and make the better grade of certificates. The salaries have been maintained and the terms have been held up to the former length during the depressed period of the last two years.

SPECIAL TAX SCHOOL DISTRICTS.—We have 41 special tax school districts with about 70 schools, white and negro, in them.

BONDED DISTRICTS.—The Ocala District has bonded for \$75,000 for building and equipment purposes; the Dunellon District for \$12,000; the Citra District for \$8,000. The last has also voted an additional issue of \$2,500 for funding some indebtedness, the bonds will be sold on February 6, 1917. Each of these issues have sold favorably and the proceeds have been used in building, equipping and relieving indebtedness of the several districts.

SCHOOL SANITATION.—The buildings in Ocala, Dunellon and Citra have approved inside sanitary plumbing and I have been active in inspecting sanitary conditions at all the schools I visit and in calling the attention of the teachers, trustees, supervisors, and in many cases, the school children to the necessity of keeping their toilets in clean, decent, and sanitary condition. I have been much gratified at the improvement in these particulars in recent years.

TEACHING THE EFFECTS OF ALCOHOL AND NARCOTICS.—For many years these subjects have been taught in the advanced grammar grades, since the Act of 1915, was passed we purchased 130 copies of "Health is Wealth" and supplied our teachers and think that it has been

pretty generally used. We take some pride in the fact that the work was prepared by our city health inspector who makes daily calls at the primary school, Dr. H. F. Watt and Miss Nellie C. Stevens, the latter for many years principal of our primary school. I think it would have been difficult to have found two parties better equipped for this work than the ones mentioned.

UNIFORM TEXT-BOOK LAW.—Marion County has so far operated under the county adoption made in 1910. Our adoption would have expired in 1915 and we anticipated the situation that would arise by the State uniform adoption expiring in 1916, and secured a special Act of the Legislature allowing Marion County to continue the use of the books already in use until the next regular State adoption, and the same Legislature set up the time for the next State adoption, which gave us the use of our books for seven years. Whenever there is a State uniform adoption made, we shall fit into it. I must say that we have had difficulty in having the books satisfactorily handled, but hope to have this remedied.

SCHOOL FINANCES.—Up to the time that we began extensive building operations, we had usually had a surplus of more than \$1,000 at the end of each fiscal year, but in the building operations we had to meet the bond issues of the several districts and also to build a number of houses in places where there was no bond issue, which made it necessary to borrow money. This we did in some cases by issuing an ordinary warrant payable at a future date with interest, and in consultation with our attorneys we got up a special form of warrant with interest coupon attached, that we used for borrowing local money upon. This has proved quite convenient and satisfactory to lenders of money. We also sold two issues of funding warrants to Chicago houses amounting to \$40,000.

The total amount of county indebtedness on June 30 was \$86,528.67, since then we have had many offers of

local money on our coupon warrants, but have been refusing most of it. Some of our districts are in arrears and quite a number have money in advance that they can hardly use. It is usually the districts with a large number of pupils and a comparatively large expense that are behind, while the districts having valuable property—usually railroad—to tax and small inexpensive schools to operate, are the ones that accumulate a surplus.

There has never yet been a time that our teachers have not been paid promptly. Our warrants have always been paid upon presentation. This has been arranged for by making arrangements with a local bank to cash our warrants upon presentation at face value and then carry them until they could be taken up.

We are probably now facing the most difficult situation that we have ever had. Our arrangements were in smooth working order until recently, when the treasury had to be transferred to the depositories and when it came to a final settlement with the Board and knowing that he was short in the funds he retired to the cemetery and committed suicide by shooting himself, leaving a shortage of \$13,000. Were we not hampered by the pestiferous State regulations, we would not have a particle of trouble in financing ourselves and paying every obligation and moving along smoothly. As it is, we shall do our best to get a settlement of the shortage, but in the meantime we shall have to finance ourselves or close down the schools, which we do not want to do. In the matter of reducing our indebtedness, we levied a county levy of 7 mills and set aside two mills for an indebtedness fund.

COUNTY EDUCATIONAL ASSOCIATION.—This has been a feature of pride with us. For many years we have been maintaining an Association that would meet in Ocala on the first Saturday after the School Board would hold its regular county meeting. These had been helpful, but

we were not reaching a satisfactory number of county teachers nor the people, so I suggested the plan last school year of going to the county. We have never lacked for invitations for the next meeting and, in numbers of instances, there has been the liveliest rivalry for the next meeting place.

These occasions brought a large number of teachers; our programs have been interesting and the programs thoroughly enjoyable. We have generally been favored by having some outside speaker with us of State reputation, and it has been the means of cementing the city and country teachers and people as it seemed that nothing else could.

SUMMER SCHOOLS FOR TEACHERS.—We have had good numbers in attendance upon the Summer Schools at the University of Florida and the Florida State College for Women. We have not operated summer schools of our own for the reason that the State Summer Schools are very convenient and the expense comparatively small, and the advantages larger than that we could hope to provide by local support.

VOCATIONAL WORK.—We have done no special vocational work with the exception of the domestic science and art work in the Ocala and Dunellon schools. In the Ocala school we have an excellent domestic science equipment and fairly good in Dunellon, and have had special teachers in each place and have gotten very satisfactory work from them. In the Ocala building we made provision for manual training space, but have not felt able to equip the department and set it to work. Agriculture is taught according to the course in all our schools and we have had good interest in it, and a number of our schools have made very good gardens.

In our Ocala negro school we have a very well equipped manual training department and are getting work there among the boys, and the girls get domestic training. They have a teacher furnished by the Anna Jeans

fund for negro rural industrial training and we have had the same teacher for a number of years and the results seem to be beneficial.

STUDENTS' CLUBS.—For a number of years we have had a farm demonstration agent, this year he is Mr. R. W. Blacklock. He has been very active with the boys in their Corn Club and Pig Club work and most creditable displays have been made at our county fairs, the last of which was the ninth. A yield of 115 bushels to an acre of corn was made and the hampshire hog was adopted as the club hog and the banks assisted the boys in buying their hogs; the result is that all over the county there has been great interest in the raising of the best hogs and a largely increased corn yield.

From the beginning of the home demonstration and canning club work we have had the same demonstration agent in the person of Mrs. Carolyn Moorhead, of Ocala, she has been exceptionally active and efficient in canning club and home demonstration work. Her people have had most creditable displays at our county fairs.

COMPULSORY SCHOOL ATTENDANCE.—We have done nothing so far in putting the compulsory attendance law into effect, that is, we have held no election to establish it. The matter has been discussed somewhat and I am of the impression that an election would carry in the county for it and I am quite sure it would in certain special tax school districts.

I favor a State-wide mandatory compulsory attendance law, reasonable in its provisions, but not full of loop-holes to operate against its enforcement.

SCHOOL LIBRARIES.—In the matter of libraries I regret to say that we have had no county policy more than to encourage those districts that had the money to buy libraries and to be of as much service as possible in helping in the matter of selection. The high schools are

quite well provided with library facilities, and many of the country schools have very good selections of reference and supplementary reading works.

TEACHER-TRAINING DEPARTMENTS.—We have discussed the matter of putting in a department of teacher-training in the Ocala school, but have not felt that the county could make the appropriation for it so far. In a number of schools advanced pupils have taken work looking forward to the teachers' examinations but not in the sense of teacher-training as contemplated by law.

TRANSPORTATION.—About eight years ago we abolished a very unsatisfactory system of transportation and have not resumed any system other than that in a few instances districts pay the the expense of transportation of such of its pupils as may be some distance from the school. This county formerly had a number of wagons made and operated with the idea of avoiding the necessity of operating a number of small schools, and, of course, securing the advantages of concentration. The arrangement was found to be expensive, annoying, unjust in many cases and thoroughly unsatisfactory and worthy only to be abolished.

It is probable that there are conditions under which it would be advantageous and promote economy and efficiency, and it may be that we have a few places where this could be done to advantage, but I should not favor an attempt at general transportation and with our sparse population, it is absolutely impracticable in most communities. We have very few, if any, pupils who cannot get to some school.

COUNTY SCHOOL BOARDS.—I am doubtful of the advantage in increasing the number of the members of the county board. Three members seem to me to be the ideal number, and I am doubtful of the wisdom of giving the superintendent a vote and mixing him up with the board and making divisions between him and his board members. I am rather of the opinion that the present arrange-

ment with three members of the board with one from each of three districts is a better arrangement than increasing the number of the board members. With the present arrangement the superintendent is the secretary, and as such, and as superintendent, I am inclined to believe he will exercise more influence with his board than if he were one of them, and voting either with or against them, and arousing opposition in his own camp.

I do not know that the manner of selecting the board is an ideal way, and I hardly know how to suggest a better way. If it were so that the County Commissioners' districts and the school board districts correspond in number and boundaries it occurs to me that it would be a good arrangement, in which case I should prefer reducing the commissioners in number to three than in increasing the school board to five.

UNIFORM TEXT BOOKS.—I approve of uniformity of textbooks for all the grades, at least to the high school, and I rather incline to uniformity there. It is absolutely impossible to comply with the innumerable notions of teachers in regard to the texts to be used, and it would possibly be a good thing to allow changes not to exceed the texts in a certain number of subjects every year. This would prevent continuing to use an unsatisfactory text providing the matter could be passed upon by a competent committee.

FREE TEXT-BOOKS.—We do not furnish books free with the exception of a number of districts where they have funds on hand and use a portion for furnishing free textbooks. There are many arguments in favor of a general system of free books. If the public school is to be made the most efficient machine possible it would seem a necessity, and yet, with our conditions in Marion County, I would not favor an attempt at present. There are some objections that seem to have some merit in them. At present we need every dollar that we can get for the present schedule of expenses without taking on any more.

PROGRESS.—We have tried to move forward safely and sanely. No one enjoys real progress more than we do. There is so much stuff labelled progress that is spurious and mere clap-trap that it keeps one on the defensive all the time.

The white enrollment has risen from 2,684 in 1912 to 3,055 in 1916; the average attendance of — in 1912 to 2,431 in 1916. The negro enrollment has not shown a corresponding increase, it being 4,006 in 1912 and 4,144 in 1916, thus reducing the difference between the white and negro enrollment.

The increase has been healthy and steady and we think it will be more rapid in the future than it has been in the past.

The receipts for school purposes have also increased, and by the report for June 30 of 1916 we see that the receipts, exclusive of borrowed money, have exceeded \$100,000.

RURAL AND TOWN SCHOOLS.—It is my feeling that the cry of "the neglected country schools" is being over-worked. In many cases the cry is made in campaign times for purely political effect, and in other cases it is made by well-meaning city people who feel that they just *must* break loose somewhere, and in other cases by people with a constitutional grouch that just *must* vent itself.

It is possible that in some instances the rural schools have been neglected. To be frank, I must say that I do not look to see the time when the rural schools will be as well provided for and have as well prepared and as well paid teachers as the village, town and city schools. It is well known that accumulation of population and business interests, with a corresponding accumulation of wealth, just as surely brings certain advantages in many lines as the people in the centers are more able to afford these advantages.

I have only the most tender feeling for the rural school—yes, the real country school in the woods—and no one

would nurse it more tenderly and tenaciously that I would, but I know it is impossible to furnish as good buildings and equipment and as well prepared teachers in all the country schools as the centers of population, business and property have.

As it is, the centers of wealth and the public utilities pay the principal part of the taxes, and if this were not the case we would have no public school system of general extent, and the best that we can do is to do the best we can with what we have or can get to do with. The difference already between the rural school equipment and teachers and those of the towns is less than it is often represented to be. In our country associations our country teachers and town teachers are all together and heartily commingle, and the main difference is that the rural teacher can save some of her salary and the town teacher cannot.

PRESENT SYSTEM OF EXAMINING TEACHERS.—The present system is subject to much criticism and has been much discussed. I regard it as having many strong features and feel something of hesitancy in deciding that a State traveling board of examiners is the best thing. I have felt that if we had a State central grading committee to do the grading of the papers, so that the grading as well as the examination would be uniform, this arrangement would more nearly meet the situation.

For the real purpose of an examination, that is, testing for knowledge. I doubt there being anything better than a cold-blooded written examination under fair conditions. I doubt that any examination can determine the teaching qualities of an applicant. I believe that the teaching and personal qualities will have to be principally established by contact and acquaintance, resulting in what is known as reputation, and that no examination—written, oral, partly written and partly oral—can at all definitely determine these qualities.

Much is said about personality entering into the mat-

ter. In so far as the examination is concerned there should be no personality. This is and should be a cold-blooded method for ascertaining whether the applicant either knows or does not know certain things. The personality should be a separate consideration, and it is a very living and potent consideration and one that is not easily determined by an examining board within a day or two. Personality is exceedingly deceptive and the best of us frequently have to revise our first personal impressions.

I should like very much if I could suggest something that would really be of some constructive value on this very important subject. I know that our honored State Superintendent has labored in season and out of season with this perplexing and annoying question of examinations and that he is in a better position to discern the weaknesses and deficiencies of the present system than anyone else.

One thing I do know is that every school officer should do his very best to honestly and ably enforce the regulations, whatever they are; then the faults would soon become so plain that there would be no difficulty in having them remedied.

NEW SCHOOL LEGISLATION.—I feel that there should be some qualification requisite to a party becoming a candidate for county superintendent if the present mode of selecting him is to continue. It is not infrequent that parties are nominated for this very responsible place who possibly are fairly good citizens but who have no special qualifications whatever for the work that is before them. In some cases these are old men, and nominated simply because they are "good old men," and when they have passed beyond the period of growth and development.

I think we have made a miserable blunder in abolishing the treasurer's office, and I would have the coming Legislature make other provision for taking care of the work than that we now have. I am doubtful of any ar-

rangement being as generally satisfactory as having a separate officer bonded and held responsible for the funds and the accurate keeping of the accounts. If the salary or the receipts are too much this can be easily corrected by a scale of commissions and, in fact, it had already been just about adjusted.

CONCLUSION.—In bringing this to a close I wish to say that we shall do everything possible to promote the best educational interests of Marion County and, also, those of the State of Florida. Our present School Board consists of Hon. Gordon S. Scott, chairman, who served in a most efficient manner a number of years ago and is now beginning his second term of recent service. The board has been very conservative in its changes. At the last election Hon. B. R. Blitch voluntarily retired after a service of sixteen years and was succeeded by Mr. Chas. R. Veal of Cotton Plant, an active and intelligent young man. At the same time, Hon. J. S. Granham, of Fort McCoy, also voluntarily retired after continuous service on the board of fourteen years and was succeeded by Mr. A. J. Stevens, of Sparr, who has, for a number of years, been actively interested in school matters.

In beginning my third term as superintendent of Marion County I wish to pledge my fidelity and honest and earnest support to the distinguished leader who has so faithfully dedicated himself to the school interests of our splendid State and who has again been chosen to stand at the helm of our educational craft on her onward voyage.

Very respectfully submitted,

J. H. BRINSON,
Superintendent of Marion County.

MONROE COUNTY.

Hon. Virgil S. Lowe, County Superintendent. (It was impossible to get a report from this county.)

NASSAU COUNTY.

Hon L. L. Owens, County Superintendent. (It was impossible to get a report from this county.)

ORANGE COUNTY.

Orlando, Fla., December 1, 1916.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Fla.

My Dear Sir:

In pursuance of former custom and at your request, I here submit my report of the schools of Orange County for the two years closing June 30, 1916. During this period definite progress has been made.

NEW BUILDINGS.—There have been erected 8 new buildings for the white schools and 3 for the negro schools. All of these but one are one-room buildings, and with slight exception have been paid for from the Special Tax District Funds, at an aggregate cost of about \$7,000. One of these buildings, erected in the town of Winter Park, and now approaching completion, is a modern, ten-room, two-story brick structure, with auditorium and basement. This building, when completed, will cost about \$35,000. For its erection and equipment bonds were issued by the district. In addition to the erection of these buildings, 6 buildings for white schools and 5 for negro schools have been repaired and enlarged and needed furnishings supplied. As a result, the school buildings of Orange County have been made much more comfortable and adequate for their purposes. The increasing enrollment, especially in the city of Orlando, gives intimation that further enlargement will be required in the near future.

HIGH SCHOOLS.—We have one Senior High School

located in Orlando. This school is of accredited standard, employing seven teachers in the high school department, who hold State Certificates or State Specials, in addition to the Principal. The enrollment in the High School has reached the total number of 171. In the grammar school department of this Senior High School there are eighteen teachers in addition to the Principal, with an enrollment of 810. We have in the county, also, three Junior High Schools — Oakland-Winter Garden, Winter Park and Apopka. There are four other schools doing high school work, but which do not yet comply with the high school regulations. In these seven schools 102 pupils are enrolled, who are taking high school courses. These, with the enrollment in the Senior High School, give us a total high school enrollment of 273, a very large increase in the number of high school pupils during the past two years.

TEACHERS AND SCHOOLS.—Ninety-one white and thirty-one negro teachers are employed in the county who supply respectively 31 schools for whites and 16 schools for negroes. We have not been able to secure a supply of teachers from our own county, but have drawn from other counties of the State and from other States. We have had much difficulty in getting teachers for our negro schools, owing to the failure of many applicants to obtain certificates.

We are glad to report, in this connection, great advance in the elevation of the standard of our teachers. It is now regarded as almost discreditable for an Orange County teacher to hold no higher than a Third Grade Certificate. The large increase in the number of State and Special Certificates held by our teachers is further evidence of progress in the elevation of our standards. During the school year that closed June 30, 1914, two years ago, no teacher in the service of the county held a State Certificate, not even the Principal of the Senior High School, and there were only two teachers in the service

who held State Special Certificates. At this writing, 8 of our teachers hold State Certificates by examination, 7 hold State Graduate Certificates and 11 hold State Specials. This advance may be regarded as the result of persistent insistence on the part of the County Superintendent.

It is also gratifying to report the appreciable and much appreciated increase in the salaries of our teachers. We believe that Orange County has surpassed all other counties of the State in the increased salaries of teachers throughout the county, the minimum salary of white teachers being \$60, which is 50 per cent increase over the minimum of two years ago.

SPECIAL TAX SCHOOL DISTRICTS.—There are 18 Special Tax School Districts in the county, embracing all the schools of the county except one white and one negro school. These districts, with one or two exceptions, assess the maximum of three mills special tax and have done great work in the erection and repairing of school buildings.

BONDING DISTRICTS.—Five Special Districts have issued bonds in the total sum of \$87,000, which has been spent in the purchase of school lots and in the erection and equipment of school buildings.

SCHOOL FINANCES.—Orange County has been fortunate in closing each year during the present administration, as well as for several years previous, with a cash balance both in the General and the Special School funds, and without the necessity of borrowing money, except temporarily in a few instances and by bonding in the districts as stated. Teachers have been promptly paid at the close of each month and all bills have been promptly paid at the close of each month and all bills have been promptly met.

CANNING CLUB AND OTHER DEMONSTRATION WORK. For the past two years, Orange County has maintained an agent for Corn Club and other agricultural work and

for the past year, a Canning Club Agent. The latter has been paid in part from the school fund, while the former has been supported independently of school money. Gratifying progress, in both lines of this work, has been made and hopes for great future good inspired.

COMPULSORY EDUCATION.—This county has not yet taken up the question of Compulsory Education. While the sentiment is in favor of compulsory school attendance, it is felt that the law is inadequate, especially in that it provides for compulsory attendance for only a part of the school term. A compulsory law covering the entire school term would find favor with our people.

TRANSPORTATION OF PUPILS.—One of the most perplexing problems with which we have to deal is the transportation of pupils. The difficulties encountered seem to increase rather than diminish and the conviction that this feature of our system is impractical has impressed the County Board and the Superintendent. During the past year about \$4,000 has been paid out for the transporting of 214 pupils to various schools.

IN GENERAL.—Some improvement along all lines of school work has evidently been made. Yet it is equally evident that some changes in our public school system and methods are needed. Among these changes may be named: a larger membership of County School Boards, the requirement of educational qualifications for County Superintendents and the conferring upon them of additional powers, uniform text-books throughout the entire course, a State course of study for schools of all grades, free text-books, compulsory attendance for the entire school term and improvement in the system of examination of teachers. There are some school laws on our Statute books that need to be repealed, or at least amended and made effective. To enter into any discussion of these desired changes would extend this report beyond a proper length.

I wish to express my appreciation for the interest that

the State Superintendent has manifested in the school work of our county and to myself as County Superintendent.

Bespeaking for you the hearty co-operation of all school officials and great success throughout your incoming term, I am,

Yours sincerely,

J. F. McKinnon,
County Superintendent.

OSCEOLA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Comply with your request for a report on the schools of Osceola County for the two years ending June 30th, 1916, I beg to submit the following:

APPOINTED TO OFFICE.—Upon the resignation of the Hon. W. J. Sears from the office of County Superintendent to become a member of Congress, I was appointed to succeed him and received my commission February 2nd, 1915. As my term in office has been less than a year and a half of the bi-ennium, I am better able to report on the last than the first year of work.

BUILDINGS.—Before the close of the last school year, the Board authorized the erection of three one-room buildings for whites in the rural districts. These buildings, which will be completed before the opening of the fall term of school, will cost about \$2,100 and be paid for out of the general school fund. They will be painted, ceiled or plastered, and equipped with patent single desks, maps, globes and good blackboards. It is the policy of the Board when planning new buildings to give special attention to the arrangement for proper light and ventilation.

In the past two years the Board has spent \$2832.98 for repairs on buildings for whites and \$1665 for negroes. With a few exceptions all the buildings in the county are painted and in good repair.

HIGH SCHOOLS.—We lay claim to but one Senior High School according to the standard fixed by the State Board of Education, the Osceola County High at Kissimmee. This school employs a faculty of 25 teachers and enrolled last year 640 pupils, 94 being in the high school department. It offers a two-course curriculum and maintains departments of music, expression and domestic science and household management. It has a well chosen library, a well equipped laboratory, two literary societies, an athletic association, a fine orchestra and a school paper published monthly. As soon as we can secure more room, we expect to add manual training and a teacher-training course. The thoroughness of the work done in this school is shown by the fact that its graduates take front rank on entering higher institutions of learning.

At St. Cloud we have an irregular four-year high school with a faculty of ten teachers and an enrollment of 285 pupils, about 30 being in the high school department. While this school is doing the work of a regular senior school, we do not claim it as such, as it does not meet the requirements of the regulations as to the number of teachers engaged in high school work. It has a good library, a well equipped laboratory and other apparatus necessary for a school of this class. As the town is growing rapidly, we expect in a year or two, to be able to place it on the list of accredited Senior high schools. During the last two years the enrollment in the high schools of the county has increased about 10 per cent. Before leaving this subject I wish to say that I heartily approve the regulations of the State Board of Education in regard to high schools and recognize no other standard than the one fixed by that body.

TEACHERS.—While it is our policy to give employment to our home teachers as far as possible, we find the supply is inadequate to meet the demand. One of our greatest difficulties is in securing teachers for the high school departments who have proper qualifications to meet the requirements of the State Board's regulations. This is especially true in regard to young men to teach the sciences and take charge of the athletics. Another drawback is the number of inexperienced teachers with low grade certificates. While there is some good material in this class of teachers, so few have the necessary training to enable them to eliminate the experimental stage in their teaching. I would suggest that the law be changed so that one of the requisits for a certificate be a certain amount of normal training in some accredited institution, and that the life of a third grade certificate be one year and that a certificate of this class be issued to the same person but once.

SPECIAL TAX DISTRICTS.—There are six special tax districts in the county, four of which levy a three mill tax. Within the territory embraced by these districts are 15 white and 2 colored schools. The St. Cloud District has been enlarged so that now it includes six schools, where there was formerly but one. The amount of revenue derived from these districts is about \$8,000, which is used to supplement teachers' salaries, extend the school terms, purchase libraries and other apparatus and meet other incidental expenses. We have no bonded districts.

UNIFORM TEXT-BOOK LAW.—We have had no trouble with the operations of this law. At times we have had some difficulty in obtaining books from the local agency, but this has been overcome by the appointment of another agent. I favor a uniform State Course of Study and Uniform Text-Books throughout all grades, and believe the next Legislature should take the necessary steps to bring this about.

FINANCES.—Our financial condition is growing better,

and had the tax books been closed at the proper time, we would have been out of debt at the close of the year. As it is we had a net indebtedness in the general school fund of \$2,760.67, as against \$16,110.12, on June 30th, 1914. In the meantime the expense of maintaining the schools has increased from \$30,000.92 to \$36,671.59. None of our special tax districts are in debt, but we have a net balance on hand of \$4,620.43. We always pay our teachers promptly and keep our warrants at par. When short of funds, we borrow from whatever source we can get the best terms. With the increased valuation of property, the saving of the treasurer's commission and interest on old debts, we expect to have a substantial balance on hand at the close of another year.

TEACHERS' INSTITUTES.—Our teachers met the day following Thanksgiving last year in a teachers' institute. As this was the first meeting of the kind held in the county in about fifteen years, we were somewhat doubtful as to the success of the venture. However, nearly all of the teachers were present, and a very profitable day was spent in discussing subjects pertaining to school work. It is our purpose, hereafter, to meet at least once a year. Last spring the faculty of the Osceola High School conducted a six weeks' training class for rural teachers and those desiring to teach. Part of the requirements of this course was to visit the different rooms and make observations and, at times, take charge of the classes. In this way the students came in contact with the actual school work as carried on under the direction of trained teachers. The county was at no extra expense for this course, as the members of the faculty gave their services voluntarily.

CANNING AND CORN CLUBS.—We have both canning club and farm demonstrating agents. Miss Albina Smith, our efficient canning club agent, is doing splendid work in the county. We are giving special attention to this line of work and the results obtained are very satisfactory.

There are now about seventy girls enrolled in the clubs and many more will be added during the next year. The school board appropriates \$500 for this work and \$500 is obtained from the Federal fund.

The farm demonstration work is under the direction of Mr. B. E. Evans, a graduate of Auburn, Ala. The results of this work is shown by the improvement in the methods of farming and the increased yield of corn per acre. The agent receives a salary of \$1,800 per year, \$1,200 of which is paid by the County Commissioners and \$600 from the Federal fund.

COMPULSORY SCHOOL ATTENDANCE.—Since the close of the school year, one special tax district has voted for compulsory school attendance and one school board district will vote on it in the near future. I have not urged the adoption of this law as I consider it only a makeshift and not at all what we need. I favor a State-wide, mandatory law that will compel attendance for the full length of the term of school. The sentiment in this county is largely in favor of such a law.

SCHOOL LIBRARIES.—During the past year we have installed libraries in seven rural schools. These libraries contain about 140 volumes and are graded to meet the requirements of pupils from the first to the eighth grades. They cost about \$130 and were paid for out of the special tax district funds.

EXAMINATION SYSTEM.—I do not approve the present examination system because it is uniform in name only. This is shown by the fact that teachers who have secured certificates in one county have been known to fail altogether in an other county. I believe a State Examining Board would be much better, provided the examinations could be held in different parts of the State so that the expense would not be too heavy on the teachers.

GENERAL OUTLOOK.—While we are a long ways from a state of perfection, I feel that we have made substantial progress in the past two years. We have established a

number of new schools, painted and repaired a number of old buildings and equipped them with patent desks, maps, globes and blackboards. That the interest in educational matters is being aroused, is shown by the demand for better teachers and better houses and equipment. With a State Course of Study, a state-wide compulsory school law and more rural school inspectors, I believe the next few years would be marked by a rapid advance along educational lines.

Yours truly,

C. E. YOWELL,
County Superintendent.

PALM BEACH COUNTY.

Hon. W. H. Lewis, County Superintendent.

(It was impossible to get a report from this county.)

PASCO COUNTY.

NEW BUILDINGS.—Pasco County School Board has the buildings in such shape that they are comfortable, sanitary and conducive of excellent ideals with regard to the general development of the community.

HIGH SCHOOLS.—Our high school buildings have within the last two years been equipped with water drainage closets. In schools in towns that do not have a water supply the School Board has established tank and tower with gas engine attached for the means of water supply, which has been done at a very low cost, about \$150. This, with the sanitary closets connected with cesspool, makes a fairly economical and efficient means of sewerage disposal.

RURAL SCHOOLS.—In the rural districts the School Board has endeavored to replace the closets with closets

built in conformity with the State regulations. Within the last two years the School Board has completed some 10 buildings for the rural schools, of which number 2 are of brick.

At Richland the School Board constructed a brick school house at a cost of \$6,395, said house containing five class rooms, the three on the upper floor convertible into an auditorium by means of sliding doors. This building is equipped with sanitary drinking fountains and water carriage closets.

Our other rural schools are constructed according to community needs, one-room buildings ranging in price from four to five hundred dollars. All of the school buildings of the county are either built anew or repaired with an eye to comfort and health of the children, except three buildings.

TEACHERS.—The schools of Pasco County have been filled with teachers, though some with low-grade certificates, this probably due to the fact that appropriations were necessarily small for the rural schools.

SPECIAL TAX SCHOOL DISTRICTS.—Every foot of land in Pasco County is now included within special tax school districts, 28 in all, aggregating an increase to the school fund of about \$11,000 each year.

BONDING DISTRICTS.—Two districts have voted bonds for the benefit of their schools, another has filed petition for election, this makes, in all, \$24,000 in bonds.

SCHOOL FINANCES.—The school finances in Pasco County are in arrears, due to the necessity of providing adequate buildings and sanitary equipment. The money for building has been obtained by making temporary loans of local banks, then issuing time warrants to take up the present indebtedness these warrants are made to mature serially \$2,000 each year.

TEACHERS' INSTITUTES.—Pasco County has two teachers' association, made so as to assure the teachers an opportunity to attend meetings without heavy expense.

These meetings are of much value to teachers and school officials, we usually have some of the State school officials in attendance.

COMPULSORY SCHOOL ATTENDANCE.—Pasco County has two special tax schools districts and one School Board district under the compulsory law. We have not been able to get much results from this law, as it failed to provide for the salary of the attendance officer by making an additional levy for that purpose. In fact, some of the latest school laws, the above compulsory attendance law and sanitary equipment law for rural schools, are burdensome in that they require certain things and fail to provide the funds for the execution of them.

SCHOOL LIBRARIES.—Eighty per cent of the schools of Pasco County are furnished with libraries made possible by the special district funds.

TRANSPORTATION OF PUPILS.—Pasco County has placed the transportation of pupils up to the several districts of the county as they have sufficient funds to handle this matter, this of course, is restricted to an expenditure of 10 cents per pupil per day by the County Board.

STATE COURSE OF STUDY.—We believe that a State Course of Study should be adopted for all of the schools of the State, more especially for the high schools. This will prevent school officials from making too risky experiments with texts that are inferior in their development of the subject-matter.

CAUTION AS TO NEW LAWS.—We believe that the constitution should be amended so as to give the County Board the right to assess as much as 10 mills for school purposes, even if the special districts have to be abolished. We also believe that one essential point is overlooked by the law-making bodies in making of school laws, that is, they fail to provide for the execution of the law when they fail to provide for the expense incurred.

J. W. SANDERS,
County Superintendent.

PINELLAS COUNTY.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

The modern and improved and thoroughly equipped school buildings located in every district of Pinellas County, each of which is maintained for a full eight months in the year, together with the liberal funds provided by bonds voted and taxes levied for their erection and maintenance, speak more strongly of the educational progress and spirit of Pinellas County than anything I can say.

HIGH SCHOOLS AND HIGH SCHOOL REGULATIONS.—Pinellas County has five high schools, four Senior High Schools and one Junior High School. All the Senior High Schools are on the accredited list of the Southern Association of Colleges and Universities, which is the highest authority in the South to pass upon the character and standard of the work done by high schools. The fact that the schools are on this list permits its graduates to enter, without examination, any of the colleges comprising the Association, and as both the State Colleges are members of this Association any of our graduates may enter these schools without examination. I feel that the heroic effort of the State Board of Education to set up and maintain a standard for the high schools in the State is worthy of support in every way, and I am only too glad to do anything consistent with the welfare of the schools of the county to co-operate with this movement. But as long as the standard of the State Board of Education does not have the sanction of law, and as the last two Legislatures have flatly refused to enact it into law, and as long as the State Board of Education can offer no inducements to County School Boards for having the high schools meet this condition, and as no penalty can be inflicted for their

failure to do so, the regulations are not likely to be productive of the good results for which they were instituted. And until these regulations are broad enough to provide for emergencies and the rapid development in certain sections they tend to tear down rather than build up high schools, which certainly is not the intention of the State Board of Education. As to the accrediting being done by an outside Board of Educators, I only have to say that as long as a great number of the graduates of the high schools of the State go outside of the State for their college work I can see no reason why the high schools should not meet the regulations of the Association of Southern States, and I honestly believe that the work of this outside Board of Educators has carried on in this State, through Dr. Thackston and Professor Cawthon, has been and is one of the very greatest forces operating to build up and standardize the high schools of the entire State. There is an Association of Colleges and Universities for every section of the United States, and they have operated to build up the work of the high schools of their respective sections more than any other influence.

TEACHERS AND TEACHER-TRAINING.—The State does not have a supply of teachers and will never have a supply of teachers until it provides some way to train teachers. It is manifestly unfair to the boys and girls of the State who want this work to refuse it to them on the grounds that they are untrained and at the same time offer them no opportunity for training, while hundreds of teachers are imported and employed annually from other States. Nothing causes school officials so much embarrassment as the matter of turning down the applications for positions in the schools of local people who have had neither experience nor training and who are even unconscious of the need for either. The average man feels that the graduates of the local high schools should be immediately available for work as teachers in the lower grades of the school. He does not stop to think that teaching is a pro-

fession and that a mere graduate of a high school is no better prepared to teach school without further training and preparation than he would be to practice medicine, law, or dentistry without further training and preparation for these special subjects. As a result of the failure of the State to offer training for its teachers two things both of great harm to the State are being done; the State is importing hundreds of teachers annually, many of whom are incompetent and only looking for a winter resort, and is allowing hundreds of inexperienced, untrained, incompetent girls and boys to attempt the work of teaching in the public schools. There is, and can be, but one solution of the matter. The State should provide, as every other progressive State has done, Normal Schools for the preparation of its teachers. The Constitution provides that the Legislature may do this. Public policy and the welfare of our schools demand it on every hand. The action of the last Legislature in attempting to establish a one-horse Normal School, or Teacher-Training Department, in every county has certainly failed. Only a very few of the counties attempted it last year or this year, and in view of the utter failure made I can hardly see why the Legislature would again provide funds for something that has proven so impracticable. In Pinellas County we have tried each year to run the Normal School and have done the very best we could under the circumstances, and have gotten some little results, but one might as well attempt to run a saw mill with one employee as a Normal School with one teacher. Why not break up the State University and the Womans' College and give to each county in the State one of these teachers who could teach advanced courses for the few pupils in that county? This would certainly save the State much money and would allow the boys and girls to remain at home. Of course, no one would think of or advocate such a thing for a moment, but after all, it is just as feasible and just as sensible as it is to try to carry on the work of two

Normal Schools with all their necessary departments by placing one teacher in each of the fifty counties of the State.

SCHOOL FINANCES.—The school finances of Pinellas County are in good condition and all bills and salaries are promptly paid, but the day is fast coming in Pinellas County, as it is in every other county that has voted a large number of bonds for school improvement, when more school funds must be provided. Under the present law when a district votes bonds for buildings, etc., an additional tax may be levied to provide funds for for the interest and principal of these bonds, but no additional income is provided for the extra and heavy expense incurred in maintaining these enlarged and high priced school plants. The entire Tax System of the State should be revised. It is inadequate and out of date. Florida is the only State in the Union where the poor and small land owner pays the burden of the taxes. There should be State Regulations vested in a Tax Commission with far-reaching powers to give the State a uniform system of taxation.

VOCATIONAL WORK.—The schools of Pinellas County are giving a great amount of attention to Vocational Work. Six of the schools, including the five high schools, now offer thorough courses in Domestic Science and Manual Training, and the work of the entire county is so arranged that every boy and girl in the county may have from two to four years of this work. A great deal of attention is being given to agricultural work and the county has established an Agricultural High School in Largo, for which \$5,000 has been appropriated for land and equipment, and an instructor has been hired by the year to take charge of this department. A great effort has been made to stimulate and encourage the work in this subject so long neglected. The 20 acres of land thus purchased is to be equipped as a modern farm

and boys who enroll in agricultural work are to have an opportunity to learn agriculture at first hand.

In addition the County School Board has given its support and co-operation in the matter of Canning Club work which has been organized for the first time in the county. The work is well under way and encouraging results are being obtained. In a personal way I have organized and maintained a Pig Club in the county and will reorganize it for another year in connection with the agricultural school at Largo.

REPORTS AND REPORT BLANKS.—Something ought to be done in the matter of reports required of the County Superintendent and School Boards. The monthly financial statements are now used are antiquated and are so arranged that it is impossible in using these forms to make any report of value. They do not include any mention of the great sums received from the sale of bonds or give any information about the financial condition of the districts or of the general school fund. Now that the Legislature and the people have gotten rid of the useless and expensive County Treasurer and are making a change in the financial system, why not have a modern system of accounting and reporting school finances? What has been said about the monthly reports is equally true about the annual report, as now made by the County Superintendents. These reports do not give the real information that the public wants and the school system has outgrown them in every way. The greatest waste of time and money in making reports is the semi-annual doomes-day book, as now required to be made to the State Comptroller. The intention of this law is good and I am a great believer in publicity of public affairs, and every official should strive to keep the public informed as to what is going on through his office. But why should County Superintendents be required to waste weeks and weeks making complete copies and records of their books every six months only to

have these copies stored in the attics in Tallahassee? When a bond issue has been voted and it is reported that the bonds will run for 25 years and that interest will be paid semi-annually at 6%, why should it be necessary to report this every six months and make great transcripts of the records semi-annually? If the School Boards are to be required to make financial reports, both to the State Comptroller and to the State Superintendent, why not make such report as will be of some value to these departments and the public in general?

Thanking you for the opportunity to submit this special report, I have the honor to remain,

Very Respectfully,
DIXIE M. HOLLINS,
County Superintendent.

POLK COUNTY.

Hon. Chester A. Parker, County Superintendent
(It was impossible to get a report from this county.)

PUTNAM COUNTY.

Palatka, Fla., December 8, 1916.

Supt. W. N. Sheats,
Tallahassee, Fla.

Dear Sir:

Supt. Cottingham is confined to his bed and no report of the last two years' work can be made except to say that schools are improving and much interest in educational matters is being manifested by the people of Putnam County.

Yours truly,
(Mrs.) J. D. COTTINGHAM.

ST. JOHNS COUNTY.

St. Augustine, Fla., December 28, 1916.

Hon. W. N. Sheats,

State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request, I hereby submit the following statement of what has been accomplished in this county for the public schools during the past two years:

NEW SCHOOL BUILDINGS.—Five new school buildings have been built in the county during the past two years; two of them have been donated to the county to be used for school purposes. The other three were built by the County Board of Public Instruction with an aggregate cost of \$2,200. These school houses contain one room, were built for white pupils, and funds used to build them were borrowed.

SCHOOL BUILDINGS REPAIRED.—White Schools, 1915—No. repaired, 16; cost, \$1,087.35; funds borrowed. White schools, 1916—No. repaired, 18; cost, \$2,096.63; funds borrowed. Negro schools, 1915—No. repaired, 3; cost, \$214.58; funds borrowed. Negro schools, 1916—No. repaired, 3; cost, \$114.57; funds borrowed.

HIGH SCHOOLS.—For white pupils there is one Senior High School in the county, situated in St. Augustine; one intermediate High School at Hastings; one Junior High School at Bunnell; one negro Junior High School in St. Augustine.

<i>No. of Pupile Enrolled in Each—</i>	1915	1916
St. Augustine High School.....	94	109
High School at Hastings.....	8	12
High School at Bushnell.....	0	11
Negro Junior High School.....	20	25

179-180.

I do not consider them up to the standard of the Regulations of the State Board of Education in every detail.

I approve of their being required to be up to the State Regulations and do not approve of them being regulated by an unauthorized body of educators outside of the State. However, I think that the State Regulations should be modified in some respects relative to the qualifications of teachers in high schools, and that there should be a more accurate method used in placing schools on the approved list because some schools that were placed on the list do not live up to the State Regulations and therefore were not entitled to be on the approved list.

TEACHERS.—The supply has been ample, the efficiency good. Have had some trouble in securing legally certificated teachers in high schools. Average teachers' salaries for the whole county is: white schools, male \$75, female \$45; negro schools, male \$40, female \$31. There has been no increase in salaries.

SPECIAL SCHOOL DISTRICTS.—There is one special tax school district in the county, situated at Hastings. There are two white schools and two negro schools located in said district.

BONDING DISTRICTS.—There is no bonded special tax district in this county.

SCHOOL SANITATION.—The out-buildings of the schools have been arranged to comply with the law regulating such buildings. All of the school children were inspected last year by the medical inspector, as required by law. The teeth of all of the pupils of the free schools of the county are treated free. The Board maintains a Dental Clinic and has a Dentist employed who does nothing else but treat the teeth of the school children. This is made possible by the donation of \$1,000 annually by a generous citizen.

TEACHING THE EVILS OF ALCOHOLICS AND NARCOTICS.—The teaching of the evils of alcoholics and narcotics is taught as required by law.

UNIFORM TEXT-BOOK LAW.—There are no legally constituted book agents in St. Augustine, book dealers here

having failed to put up their required bond. While we get books through them, I think conditions could be improved.

SCHOOL FINANCES.—The financial condition of the county is not good. The condition of the general school fund of the county is not good, but the condition of the special tax school district fund is very good. The general school fund is \$114,911.12 in arrears. There is \$1,057.61 balance on hand to the credit of the special tax school district fund. Teachers have been paid promptly up to the present time, but we will not be able to pay them promptly after January 2nd, owing to a law which goes into effect on that date, which regulates the school finances. We manage to pay our teachers promptly by having a bank cash our warrants and carry them at a low rate of interest until they are cancelled by money received from the seven mill levy and other sources.

We have no plan at present to reduce our indebtedness. We had two plans during the past by which we expected secure funds to be used toward reducing the school indebtedness; the first was to create a Special Tax District in St. Augustine; that failed by a large majority of people voting against it; the second was to get the Legislature to pass a resolution to have the State Constitution amended so that School Boards could levy a maximum of ten mills, instead of seven mills, for school purposes in the county. This plan also failed. It lacked one vote of the necessary three-fifths in order to pass the Legislature and, therefore, could not be submitted for the ratification of the people at the last general election.

TEACHERS' COUNTY INSTITUTES.—There is no organized Teachers' Association in this county. There has been no Teachers' Institute held in this county recently, because there are no funds available for that purpose.

TEACHERS' SUMMER SCHOOLS.—Number of teachers who attended summer schools: white males, 2; white females, 10; negro males, 0; negro females, 9.

VOCATIONAL WORK.—Manual training and mechanical drawing were taught in the St. Augustine High School for two years, and a Commercial Department was taught in said school for a period of three years. The Board was compelled to abolish both of these departments on account of not having sufficient funds to operate them.

CANNING, CORN, AND OTHER STUDENTS' CLUBS.—St. Johns County has both a Farm Demonstrator and a Canning Club Agent. Mr. H. C. Lawton, the State Farm Demonstrator, receives \$2,300 annually, \$1,500 from the County and the balance from other sources. The Canning Club Agent is Miss Lois Godbey, and she receives \$800 annually from the National and State governments, the County Commissioners and the Chamber of Commerce of St. Augustine, the Canning Clubs have more than doubled in number during the past year, and this county won the first prize at the Duval County Fair in competition with many other counties. The Farm Demonstrator has created a new interest in the raising of live stock and it bids fair to be one of the leading industries of St. Johns County.

COMPULSORY SCHOOL ATTENDANCE.—Compulsory school attendance has not been instituted in this county because we haven't sufficient funds to properly care for all of those who attend school voluntarily without compelling others to attend, thereby creating further expense. I am in favor of State-wide, mandatory compulsory school attendance, but not until necessary laws are passed with which to finance the schools, thereby securing sufficient funds to meet the extra expenses that would naturally be incurred. The sentiment of the people of this county is in favor of compulsory education, provided sufficient funds are appropriated to meet the conditions created by the enactment of such a law.

SCHOOL LIBRARIES.—There is a library established in the St. Augustine High School valued at \$500. Recently

a small library has been established in the Bunnell school.

TEACHER-TRAINING DEPARTMENTS.—There has been no Teacher-Training Department established in this county, as we do not have the necessary funds required to institute such a department.

TRANSPORTATION OF PUPILS.—Number of pupils transported (white), 1915—50; aggregate cost, \$732.25; cost per pupil, \$14.65; 1916 (white) 71; aggregate cost, \$843.75; cost per pupil, \$11.88. No negro pupils transported. I approve of the system of transportation of pupils to schools under certain conditions.

COUNTY SCHOOL BOARDS.—The present number of the Board members is satisfactory. The present method is an ideal one. I do not approve of a School Board composed of five members with the County Superintendent as an *ex-officio* member. I think quicker action can be obtained from a smaller Board than from a larger one, as it is hard to secure a quorum in a case of emergency.

The Government recently sent out a report giving the results of their investigations as to which would be the proper number of members of a School Board, in order to get the best results, and they claimed in this report that three members of the Board was the ideal number; that better results had been obtained throughout the country with a Board of three members than had been obtained from a Board consisting of five members.

UNIFORM TEXT-BOOKS.—I approve of a uniformity of text-books below the high school.

STATE COURSE OF STUDY.—The State Course of Study embrace only the grades from the First to the Eighth. I think that the State Course of Study should be promulgated under the auspices of the State Board of Education and the Legislature should authorize them to establish such a course and enact laws giving them full power to operate and enforce the same.

FREE TEXT-BOOKS.—I am in favor of Free Text-Books. I am not in favor of using funds raised from hunting

license, fish commissions, etc., for securing free text-books, but feel that new laws should be enacted which would provide funds for the purchasing of text-books.

PROGRESS OR RETROGRESSION.—I felt that considerable progress has been made in the schools of the county during the past years. A few of some of the most progressive things done for the schools during the past four years have already been enumerated above. However, the following items may be added as accomplishments of the School Board in the way of progress: The changing of \$75,000 of Time Warrants into Interest Bearing Coupon Warrants, and the reduction of the rate of interest on same from 8% to 5½%; Increasing the number of schools from 14 to 42. The establishment of a course of study for the schools of the county which was printed, together with the Regulations of the Board and instructions to teachers. The schools of the county had been operated previous to this time without any fixed or uniform course of study for the schools as a whole. Teachers' salaries were raised which enabled us to obtain a better qualified class of teachers and retain well qualified teachers that were already in our employ. Creating a greater interest and a better school spirit throughout the county by visiting the rural schools and getting in touch with them and introducing athletics in the schools.

The following are the statistics relative to enrollment and average attendance of pupils of the public schools of the county during the past four years:

Schools.	Year.	Enrollment.	Average Attendance.
White	1912	1,395	866
White	1916	1,660	1,335
Negro	1912	644	506
Negro	1916	915	702

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.

—The rural schools of the county are just as efficient as

the town schools are, taking into consideration the environments and conditions that exist, that is, while the rural schools are not as efficient as the town schools, still they are as efficient as we can possibly make them under the existing conditions.

THE PRESENT EXAMINATION SYSTEM.—I am in favor of the present examination system.

NEW LAWS RECOMMENDED.—I recommend the following new laws relative to the free public schools:

(1). Change the date for holding teachers' examinations to some date other than the one on which the primary election of the State is held.

(2). A law to establish four Normal Schools for the training of teachers in the State, one to be centrally located in each congressional district and to be maintained by appropriation in the same manner that the State University and other State institutions are maintained.

(3). A resolution by the Legislature to abolish the maximum amount to be levied for school purposes. (See school finances.)

(4). A law that will tax corporations directly for school purposes, provided the Constitution will permit it. If not permitted, then I am in favor of amending the Constitution so that it can be done.

(5). A law that will enable the School Boards to borrow money for short periods of time so that they will have money in the funds, thus enabling them to draw warrants for current expenses as required by a new law that goes into effect on January 2, 1917. The above mentioned law prohibits School Boards from drawing any warrant unless the money is in hand or in said fund. While the Tax Books open in October, few people their taxes until March or April. It is impossible to operate the schools under this law unless you have funds ahead. The schools open in October and the tax money is not usually received for six months after. You can readily see that the schools cannot be operated under such a

law unless they have funds ahead, there are not many counties in the State that are so situated. If such a law, as above mentioned, would not be practicable, then I am in favor of abolishing all of the laws that will prevent County School Boards from borrowing money for current expenses, provided they do not exceed their income for the current year.

(6) I am in favor of a law that will enforce State-wide, mandatory compulsory school attendance and a law that will provide text-books for pupils attending free public schools, provided that laws will be enacted whereby sufficient funds will be appropriated to meet the increased expense that would accrue by the enforcement of such laws. The State has a right to demand that its future citizens, who naturally become a part of the government, be educated, and as books are the tools of the pupils, they should be furnished free, because it is useless to build expensive school houses and employ teachers to teach and not provide pupils with tools to work with, namely, books.

(7) I am in favor of a law that will cause people to pay a school tax who do pay any real or personal tax, and therefore are not paying any taxes with which to maintain schools.

(8) I am in favor of a law that will reduce some of the "Red Tape" that is required of a County Superintendent, namely: Reduce the number of reports that have to be made by him. At present the County Superintendent is required to make a monthly report in duplicate, file one with the Clerk of the Circuit Court and publish the other. He has to make a monthly statement to the Auditor, and now it appears that under the new law creating County Depositories, the Board will have to make and publish a monthly statement. He is required to make a semi-annual statement of finances to the Comptroller and an annual statement of school finances to the State Superintendent. It appears to me

that some of these laws could be condensed. While I think it is necessary that the public should be notified of what is being done with the public funds, still I feel that it could be done in a more concise and condensed form, thereby saving a great deal of clerical work in the office of the County Superintendents of the State.

Respectfully submitted,

D. D. CORBETT,
County Superintendent.

ST. LUCIE COUNTY.

Hon. W. N. Sheats,
State Superintendent.

Dear Sir:

Complying with your request, I hereby send the following data of the schools of St. Lucie County for your Biennial Report:

NEW SCHOOL BUILDINGS.—Since my last report our magnificent County High School building is completed at a cost of \$80,000 (building and grounds); and at Fellsmere and Okeechobee two splendid new brick buildings, costing \$40,000 each, are completed and now in use. The County High School building was financed by the sale of time warrants, which the 1913 Legislature enabled the Board to issue by a special act. The latter two were built from money secured by sale of bonds on the Special Tax School Districts.

The St. Lucie County High School contains 14 class rooms, a large open-air study-hall, library, laboratory and a large auditorium. It is furnished with a gas steam-heating plant, vacuum cleaner, electric system of clocks and electric lights and a telephone system, besides the regular equipment of desks, chairs, globes, maps, charts, laboratories, etc.

The Fellsmere and Okeechobee buildings contain 12 class rooms each, besides auditoriums and large basements, uncompleted, which will be used later for domestic science and manual training. Space forbids giving in detail all the points of excellence of these new buildings. They must be seen to be properly appreciated.

A two-room brick school building has been erected at Fort Drum at a cost of \$3,000. New frame buildings have been erected at Osceola, Harris and Midway, each costing near \$1,000. All the above schools are for whites. No new negro school houses have been built since last report.

HIGH SCHOOLS.—We have only one Senior High School that measures up to the standard. Five teachers are employed in the St. Lucie County High School, each holding State Certificates. There are enrolled about 100 pupils in the high school department. Fellsmere has two teachers doing high school work, each holding State Certificates, and there are 35 pupils enrolled in the high school. High school subjects are taught to ninth, and tenth grade pupils at Vero, Sebastian, Jensen, Wabasso and Okeechobee. There are about 200 pupils enrolled in high school subjects in the county. We certainly believe in standardization according to State Regulations and are working to that end as rapidly as possible.

TEACHERS.—We have never had trouble in securing grammar grade teachers; in fact, could fill thrice the number of schools; but teachers qualified, holding State Certificates, have been hard to get. One reason is that the salary we can offer for the small schools is insufficient. Salaries for country schools range from \$50 to \$75 per month in one-teacher schools; from \$75 to \$100 per month for two or more room schools for principals; from \$50 to \$65 for assistants. Principals in high schools receive from \$100 to \$150 per month, and assistants from \$75 to \$100 per month. We have established a Commercial course in the County High School for pupils not wishing

to take the Classical or Scientific course. Salaries have increased from an average of \$58 to \$60 for white teachers.

SPECIAL TAX SCHOOL DISTRICTS.—There are 13 Special Tax School Districts in this county. There is no part of the county not in one of these districts, and a three-mill tax is assessed in all but two, in which only two mills are assessed. The two bonded districts assess five mills extra for interest and sinking fund. There are 34 white schools and 7 negro schools in all these districts.

UNIFORM TEXT BOOKS.—All schools are supplied with the State adopted text-books. The dealers have had considerable trouble in getting the books from the companies supplying them. Complaint has been made that all unsold books have to be sent back at dealer's expense at the end of the term or paid for by the dealer. A great deal of dissatisfaction has been expressed concerning the operation of this law, and we hope that a change for the better will be made by the next Legislature. Why not the State publish our text-books? Wheeler's Readers, Progressive Arithmetic, and Hyde's Grammars are unpopular and it is hoped that they will not be re-adopted.

The teaching of the evils of alcoholics and narcotics is in force in all our schools. A few teachers are supplied with "Health is Wealth," others are using other books.

SCHOOL FINANCES.—The condition of our schools financially has been good up to the last term. Over \$7,000 of the general funds and over \$3,000 of the special district funds were not collected last year on account of delinquent taxes, mostly from one large land company. The land has not been redeemed yet, thus causing about the same shortage this year. Under the new law we can only borrow about 80% of the estimate, and after January 1st, 1916, we can issue no warrant on any fund unless there is money in that fund. It seems to me that

the School Boards are very much handicapped at present by this law. We will have to shorten the terms of schools in some districts that haven't a large assessment, but several schools, while other districts with plenty of money and few schools can reduce their millage and yet have sufficient money to continue eight months.

Teachers have always been paid promptly, in fact, all bills have been paid when due. Heretofore the bank has cashed all school warrants at par and if our treasury was empty, we paid 6% interest from date of registry, till money was available.

COUNTY INSTITUTES.—The last week in August, 1915, a week's institute was held at the county high school building. All teachers, white, were required to attend. Transportation and \$1 per day were allowed teachers at a distance. We had Hon. Shelton Phillips with us and enjoyed a very pleasant as well as profitable session. Splendid class exercises were given and papers on various subjects were read and discussed. We will have a two days' session of the teachers' meeting, December 1st and 2nd this year, 1916.

VOCATIONAL WORK AND CLUB WORK.—Our County Board has not been able to finance this work up to the present. It was the intention to begin this year with a Canning Club agent, but the delinquent taxes caused the Board to postpone the matter.

COMPULSORY SCHOOL ATTENDANCE.—I believe the majority of people are in favor of a compulsory law that would compel the attendance of children between the ages of seven and sixteen, but do not believe the present law adequate and, for that reason alone, I have not made any attempt to have a trial.

SCHOOL LIBRARIES—FREE TEXT-BOOKS.—About 75% of the schools have very good libraries, ranging from 100 to 300 volumes. Most of these books were purchased by the special districts, and more will be added from time to time. I might mention here regarding free text-books.

Some districts that are in good financial condition furnish the text-books to their schools. The Board has been opposed to the county furnishing free books from the fact that all the money raised from the maximum millage allowed, seven mills, has been needed for other purposes. If we had a surplus of money for our schools, no objection would be offered to free books.

TRANSPORTATION.—The Board has pro-rated among the schools the general fund according to attendance. Pupils that were isolated were allowed this pro-rata, provided they attended school during the time school was in session at some school in the county. Schools have been furnished where there were enough pupils to give an average attendance of six, or transportation has been given them to some other school. Where pupils have advanced to grades beyond the schools attended, transportation or a definite sum for board has been allowed by those special districts that were financially able. About 30 pupils are now transported to the St. Lucie County High School. Over \$3,000 were expended for transportation in 1915.

STATE COURSE OF STUDY—UNIFORM TEXT BOOKS.—Most progressive States have a State Course of Study. Florida should have one. I believe we should have uniform textbooks for high school subjects as well as for the grammar grades. This course should lay out the subject-matter to be covered not only by the year, but monthly. Tests should be given at the end of each month, and I think the method followed in Illinois of having the monthly questions sent out by the state in sealed envelopes a good one. I think the Legislature should provide for a Committee to adopt, print and promulgate such a course and enact a law that each County Superintendent and School Board should see that it was carried out in their county.

GENERAL TOPICS.—Comparing country with town schools.—Many of our best teachers are teaching in the

country. Most pupils that finish the grammar grades in the country schools and then go to the high schools are above the average pupils in the high schools. It seems that the pupils in the towns have too many attractions to take their minds off their lessons, as a general rule, but on the other hand where the parents hold a tight rein over their children, they have many advantages the country pupil does not enjoy.

TEACHERS' EXAMINATIONS.—In regard the present system of teachers' examinations, I do not think that a State Board of Examiners will be better. If the present law is carried out properly there is no objection to it. I would like very much to have a change made in the time of the second examination. I think it should be held in August instead of September.

The enrollment has increased from 1163 pupils to 1687 for white, and from 277 to 405 negro pupils since the last report. Taxes collected for school purposes have increased over \$25,000 since 1914.

Our schools generally are in excellent shape, the teachers are putting forth every effort to advance the pupils morally as well as intellectually, and the pupils seem to realize the necessity of studiousness as never before. We feel that St. Lucie county has made great advancement

Respectfully submitted,

J. W. HODGE,
County Superintendent.

SANTA ROSA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:—

It gives me great pleasure to comply with your request for a report showing the work of the Department of Pub-

lic Instruction for Santa Rosa County during the past two years. Since my last Bi-ennial Report, about one-third of our county has been cut off to help form Okaloosa County; therefore, my last report to you will show some of the totals to be less for the last school year than they have been for the past few years.

NEW BUILDINGS.—During the past two years we have erected 11 new buildings, containing a total of 35 class rooms. These buildings and the lots upon which they have been erected cost \$50,407.58. Of this amount \$24,319.80 was derived from the sale of Special Tax District Bonds. The remainder, \$26,087.78 was paid from the general school fund of the county. During the past two years \$1,779.04 has been paid for the repair of buildings. All new buildings erected where the location seemed to be permanent have been designed by a good school architect. We are slowly replacing the old style "shoe box" buildings with those of modern architectural design.

I am sending you views of the new buildings at Munson, and Milton. I am also sending you a view of the Teacherage located on the corner of the school lot in Milton. The house used for a teacherage was secured when the lot was purchased for the new school building, and at my suggestion left on the lot, repaired, and arranged for a teacherage. The principal of the school, Prof. A. D. Kean, is now occupying it and is much pleased to be located in a good home so near his work.

HIGH SCHOOLS.—Milton has the only high school in the county. During the past year it has been an Intermediate High School. Next year it will probably be considered a Senior High School. The enrollment last year in the high school department was 32 pupils. This was the first year it has been considered as an accredited high school, because heretofore the qualifications of the teachers in charge did not meet the standard requirements for high schools.

We have a few other schools that do a little of the first

year high school work, but we cannot hope to have them classed as accredited high schools because of the shortness of the terms and the small number of pupils in the high school grades. I heartily approve of State Regulations for high schools. Let us make such regulations worth while and give the State High School Inspector ample authority to enforce them.

TEACHERS.—The average monthly salaries paid the white male teachers last year was \$56.20; white females, \$48.36; negro male teachers, \$40; negro females, \$27.20. We do not have a sufficient number of resident teachers to supply our schools. Hence, we must look else-where for them. Our greatest difficulty is to secure teachers whose experience, training and scholarship are sufficient to supply the largest schools. We never employ teachers holding temporary certificates.

SPECIAL TAX SCHOOL DISTRICT.—We had 9 special tax school districts before the creation of Okaloosa County. Two were cut off in it. Since that time one new one has been established, and petitions asking for the creation of several others are now being advertised; therefore, it is expected that several others will soon be established.

The eight districts employ 41 teachers, almost half the teachers employed in the county. The salaries paid to teachers working in the districts are from \$5 to \$25 more per month than the salaries paid to teachers for the same grade of work outside the districts.

BONDING DISTRICTS.—During the past two years the Baker district bonds for \$5,000, voted three years ago, have been sold and the proceeds expended to aid in the erection of a nice ten-room brick building at that place. Milton district has voted an issue of \$20,000 in bonds, and the proceeds have been expended to assist the county fund in the erection of a modern brick building.

SCHOOL SANITATION.—The requirements of Chapter

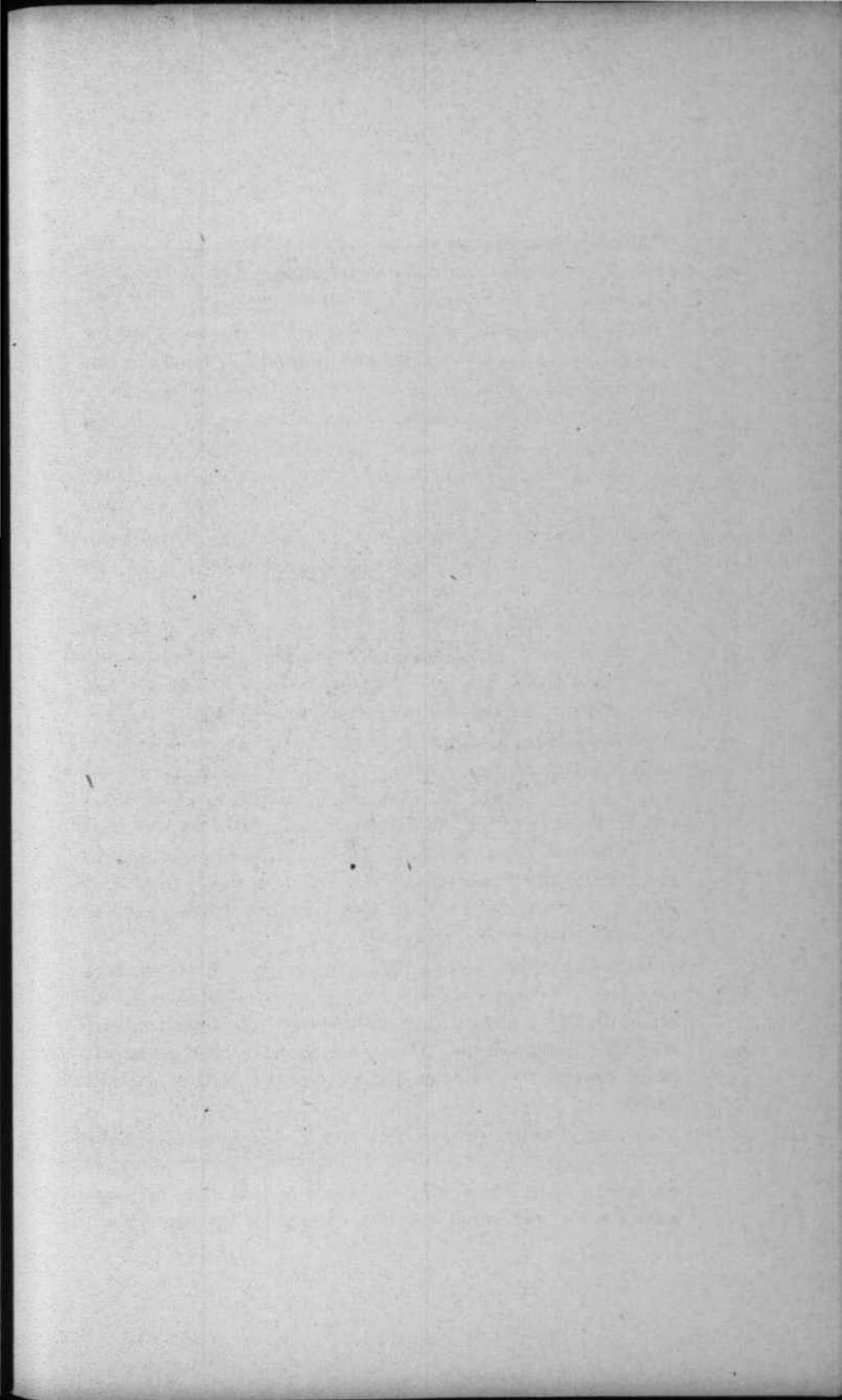
6836 have been met in all the largest schools. School officials have found it almost impossible to meet these requirements in every small isolated school.

UNIFORM TEXT-BOOK LAW.—Several of the local agents, it seems, never order a sufficient quantity of books at one time to supply the demand. Consequently they frequently do not have what is wanted when called for. If this law were changed so that the county could handle the books and the County Superintendent do the ordering, books would be on hand when called for. Until this is done, much annoyance and delay will be caused by waiting for text-books. The next Legislature should look into this matter.

FINANCES.—The school fund of Santa Rosa County on the 30th day of June, 1916, is in a reasonably good condition, considering the amount paid from the general fund for buildings during the past two years. The county owes from its general fund \$37,968.83. It has a cash balance on hand amounting to \$8,055.41 and a balance due by the Tax Collector of \$14,266.45, making the total indebtedness of this fund, if all taxes were collected, \$15,546.97. This indebtedness is caused on account of the large amount spent from this fund on the new building in Milton. Our Board has planned to pay this amount at the rate of about \$1,000 a year until paid.

Milton district is about \$600 in arrears, if all its back taxes were collected, besides its bonded indebtedness. All other districts have a cash balance on hand and no outstanding indebtedness. Our teachers have been promptly paid, except the salaries paid from the Milton district funds.

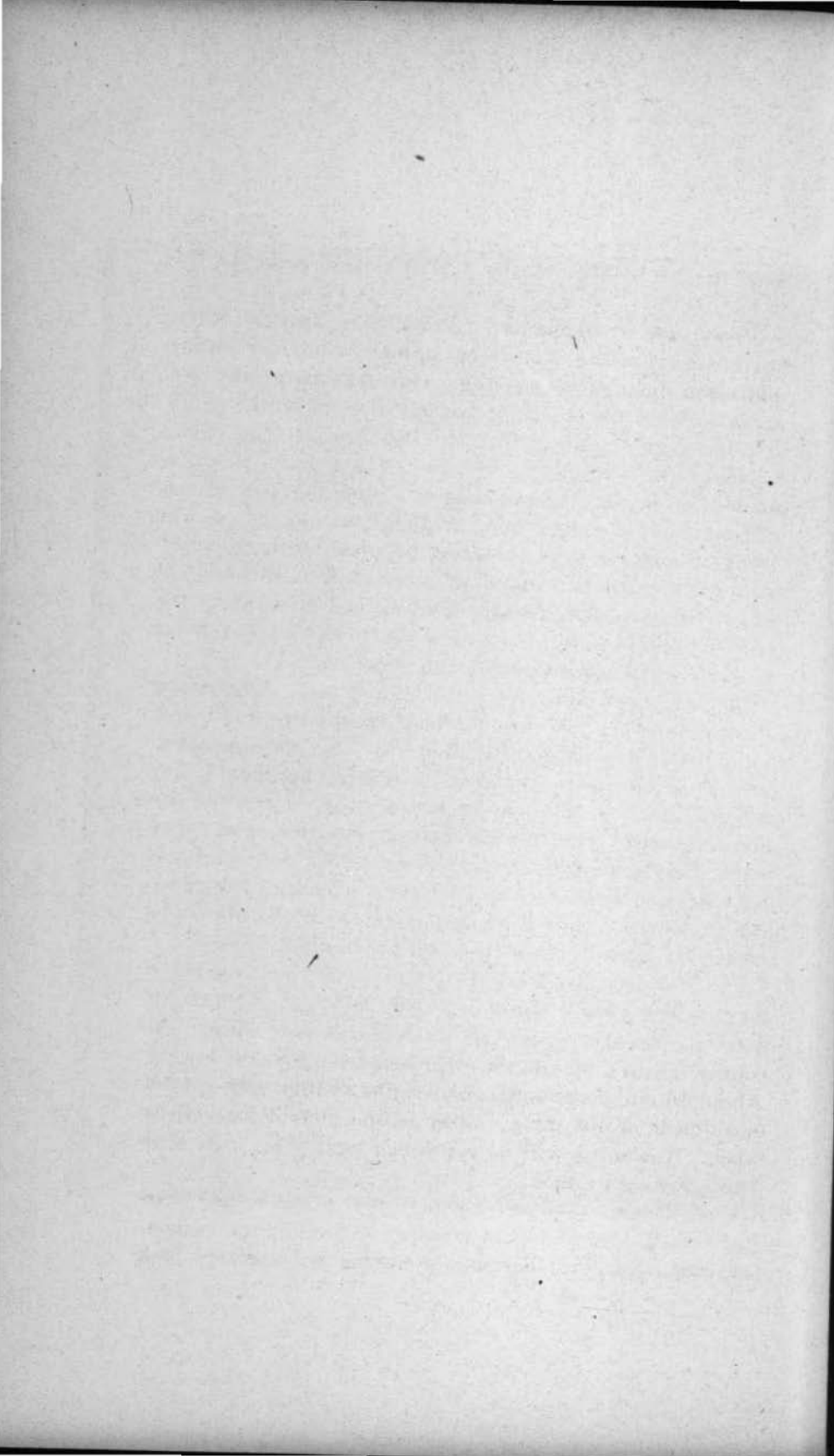
COUNTY INSTITUTES FOR TEACHERS.—We have been holding our annual Institute for Teachers during Friday and Saturday after Thanksgiving Day, but this year arrangements have been made for the opening of all the schools







Teacherage.



in the county on the same day, viz., the 18th of September, and for the holding of the Institute just prior to this time.

Miss Agnes Ellen Harris, of Tallahassee, and Dr. Harry Clark, of Tennessee, have been secured to deliver several addresses during the meeting. One feature of the program is the stress laid upon industrial work in the public schools. On Friday during the institute all the school trustees and supervisors in the county have been requested to be present and hear a lecture by Miss Harris and one by Dr. Clark, each prepared for the purpose of bringing about a closer relation between trustees, supervisors and teachers. Our plan is to continue this method of opening our schools and holding our Institute. We are also planning to hold two or more district Institutes in rural communities during the year.

INDUSTRIAL WORK.—Very little has been done along this line of work, because our teachers did not know how to go about it, even on a small scale. They have not been urged to undertake it, because the officials knew that they did not know how to do it successfully. In a few instances school gardens have been provided and some work done along agricultural lines. Also, a few schools have done a little work in Domestic Science. Our greatest hindrance to this work is the lack of teachers trained to do this work in connection with academic studies.

CANNING CLUBS.—Miss Mary Gray was employed for 6 months last year as Canning Club Agent at a salary of \$100 per month. Half her salary was paid from the county school fund and the other half from Federal Funds. About 20 clubs were organized in the county with a total enrollment of 104 girls. Many of the girls did excellent work. The work will be continued next year with Miss Janie Stroud as agent.

CORN CLUBS.—We had Corn Clubs in the county during 1914-15 under the supervision of the County Demonstration agent, but because of having no agent to look

after the clubs last year the work was discontinued until an agent is secured. Provision has been made to take up the work again next year.

COMPULSORY ATTENDANCE.—Our county has held no election on this question. It is being agitated in parts of the county and possibly will be voted upon in the near future. Personally, I think the law ought to be strengthened so as to make it worth while.

SCHOOL LIBRARIES.—Small libraries have been secured for 15 rural schools. These have been purchased by the use of district funds, supplemented with funds raised by the teachers and pupils in their respective communities. A few books are being added to these libraries each year. We have in the library in the Graded and High School in Milton over 400 volumes. These have been secured in the same way that those have in rural schools. Acknowledgement is here made to the administrator and the heirs of the late S. J. Harvey for his entire library, consisting of books and book cases valued at over \$200.

TEACHER-TRAINING DEPARTMENT.—Provision has been made for this department next year. It is badly needed in this county and good results are expected from it.

COUNTY SCHOOL BOARDS.—I favor increasing the Board to five members and electing two of them the year the Superintendent is elected and two at the next election. The terms of all schools officials should begin at the beginning of the school year.

UNIFORM TEXT-BOOKS.—We should have uniformity of text-books for all grades. They are needed more for the high school grades than for any other departments.

FREE TEXT-BOOKS.—I am strongly opposed to a law providing for free text-books. Parents should be required to furnish their children with the necessary text-books and other supplies, and let the school funds all be used in securing qualified teachers and other needed improvements.

STATE COURSE OF STUDY.—I heartily favor a State course

of study for all grades taught in the public schools. This course of study should be prepared by a legally authorized committee composed of the best school men in the State, men who are thoroughly familiar with all the school machinery of the State. Then the school officials of the State should be required by law to have it enforced.

CERTIFICATION OF TEACHERS.—The State has outgrown its present method of certificating teachers. The present method was probably the best that could be secured 25 years ago when professional training was almost unheard of in Florida. We need something better now, and must have it, if we are to make the educational progress that we are entitled to. The examination should be partly oral so that the applicant's personality may be considered in granting certificates. A certain amount of professional training should be required, too, before applicants are admitted to examinations. As I have stated before in a report on this subject, we need an age limit at the bottom. We have too many mere children trying to teach school.

I am strongly opposed to giving County Superintendents authority to endorse, at will, certificates and diplomas from other States. Conditions are different in Florida from what they are in other States. Other States require laws to meet their peculiar conditions and needs. So does Florida. May she ever continue to protect her children from the evils that the passage of such a law would subject them to.

COMPARISON OF TOWN AND RURAL SCHOOLS.—Before the erection of the new school building in Milton last year, the rural children were given the same advantages that were given to those in town. Their buildings and equipment were about the same. The length of their school terms provided from the general fund of the county were the same.

It is usual for improvements to begin in town and extend to the country. I trust that this will be the case in Santa Rosa County, and that within a few years the rural

communities will organize and demand the same advantages that are given to town schools. We need a little special legislation in some places to compel School Boards to give the rural child the same amount of money from the general fund that is given to the town child. In the United States \$3 is spent for the education of the boy in town, while only \$1 is spent for the education of the boy in the country. Is this giving every boy a square deal?

COMPARISONS SHOWING PROGRESS.—Because of the division of the county last year, I am giving you the comparative figures for June 30, 1909, the date of my first annual report to the State Superintendent, and the figures for June 30, 1915, just before the county division, and the figures for the year just closing, June 30, 1916.

(The figures given below relate only to schools for white children.)

	1909	1915	1916
Number of schools maintained...	81	84	57
Number of painted buildings....	2	9	14
Number sq. yds. hyloplate blackboard	0	625	520
Number sq. yds. slate blackboard	0	0	200
Number schools having any library at all.....	4	10	16
Number schools employing more than one teacher.....	8	16	11
Number teachers' positions filled.	96	117	84
Number of resident teachers....	28	68	48
Average monthly salary paid teachers	\$42.20	\$50.50	\$53.50
Average number of days schools were run	96	108	110
Number of pupils enrolled.....	2,492	3,545	2,832
Average daily attendance of pupils	1,697	2,367	1,922

Number of pupils above the 7th grade	34	175	186
Number of Special Tax School Districts	0	9	8
Amount of school fund receipts (not including receipts for bonds sold and borrowed money), 1909, \$25,647.62; 1915, \$41,431.13; 1916, \$45,507.84.			

Respectfully submitted,

J. T. DIAMOND,

County Superintendent.

SEMINOLE COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction,
Tallahassee, Fla.

Dear Sir:—

Complying with your request, I take pleasure in submitting to you the following report of the present condition of the public schools in Seminole County.

NEW BUILDINGS AND REPAIRS.—During the past two years nearly every school building in this county has had more or less repairs. Especially is this the case in the city of Sanford, where the proceeds of a \$75,000 bond issue have been expended in new buildings, additions to old buildings, repairs, and for furniture. The high school, grammar school, and two primary schools in this city are among the finest in the State, and the citizens of Sanford are justly proud of her attainments along this line.

HIGH SCHOOLS.—Seminole County boasts of one excellent Senior High School, located at Sanford, under the able direction of Prof B. F. Ezell, and three schools doing Junior High School work; one at Longwood, with Mrs. C. L. Poulk, principal; one at Oviedo, with Prof. A. L. Hatch, principal; one at Geneva, with Prof. J. M. Chaffer, principal.

HOPPER ACADEMY.—Seminole County boasts of one very good Junior High School for negro children. This is under the able direction of Prof. J. N. Crooms, principal, who, for the past four years, has been serving in this capacity with great satisfaction to his patrons. This school is generally known as Hopper Academy and consists of six well equipped rooms. We expect soon to increase this to about double its present size and add thereto an auditorium. The costs of these improvements will be approximately \$5,000.

TEACHERS.—There are 58 teachers now engaged in teaching in the schools of Seminole County. These teachers are all well qualified and equipped for their work, and are giving the highest satisfaction to both pupils and patrons. There is at present no shortage of teachers here, as there are several good teachers holding certificates, now residing in this county and ready for work when any vacancy occurs. However, we are stressing the advantage of college men and women as teachers, even for our country schools, and are making a determined effort to place in all our schools teachers holding diplomas from our best colleges.

SPECIAL TAX DISTRICTS.—There are five special tax districts in Seminole County, comprising all but a small part of the county. All of these districts are levying 3 mills, and raised during the past two years something over \$20,000.

COMMERCIAL COURSES.—Although as yet, we have been unable to provide for commercial courses in all our schools, it is our intention to do so as soon as practicable. We feel that this is one branch that has been sadly neglected in most of the schools of this State, and we expect to do everything in our power to make the schools of Seminole county a model in this respect. At Geneva, Prof. J. M. Chaffer is giving a short course in bookkeep-

ing, which is greatly appreciated by the patrons, and especially by this office, and we commend him very highly for this good work.

CANNING AND CORN CLUBS.—During the past two years we have spent about \$200 in the promotion of this work, and although at present we are not active in this line, we expect soon to be able to make a better showing.

TRANSPORTATION OF PUPILS.—During the past two years this county has spent \$6,642 in transporting children to nearby schools. The total number transported is 420. We heartily believe in consolidation, wherever practicable, thus giving the out of town pupils the benefits of a well graded and modern city school system.

FREE TEXT-BOOKS.—There is no doubt that free textbooks would be appreciated by nearly all of our patrons, and this is manifested by the fact that several of our special tax districts are now furnishing free books to needy pupils.

STATE COURSE OF STUDY.—It is our opinion that the Legislature should provide for a Committee to adopt, print and promulgate a State Course of Study for the first eight grades, but not for the high school grades.

COUNTRY SCHOOLS.—Our country schools are not being neglected, but are receiving close attention, and are provided with high class and efficient teachers. In spite of the difficulty of handling several grades, these teachers are doing splendid work, and their various grades compare very favorably with the same grades in the city schools.

PRESENT EXAMINATION SYSTEM.—It is the consensus of opinion among the teachers of this county that certificates should be extended as long as the holder is actively engaged in educational work, thereby obviating the hardship and drudgery of repeated examinations. Further, we feel that our State should adopt reciprocal relationship with other States as regards certificates from colleges and schools of recognized standing.

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NEW LAWS RECOMMENDED.—Most important among suggested new laws is a law making our school year of nine months' duration, instead of eight, as according to the present law. Other southern States are giving a nine months' school year, and Florida should not be allowed to fall behind in this respect.

SCHOOL LIBRARIES.—Nearly all of our schools have libraries of more or less importance. The Sanford high school has a library of some 600 volumes, and the grammar school library contains about 500 volumes. We stress the value of good reading, and encourage frequent use of these libraries for reference work.

TEACHERS' ASSOCIATIONS.—Seminole County has at present no Teachers' Association, but one is now being planned, and it is hoped that it will materialize early in the next year.

FINANCES.—During the past two years Seminole County has expended \$85,245.84 for school purposes. This does not include amount of the bond issue in the Sanford special district. The monthly salaries of our white teachers range from \$50 to \$20.25, and that of negro teachers from \$30 to \$100. Our total enrollment last year was 1,955, an increase of 107 over the preceding year. We are spending a little over \$20 per child each year, which is about twice as much as the average for the whole State, as shown by the last bi-ennial report of the State Superintendent.

COUNTY SCHOOL BOARD.—We consider the three members of our Board fully capable of handling the matters pertaining to the county schools. Being men of business, experience and ability, and inspired with a desire for the improvement of the coming generation, they are giving liberally of their time and talents to the advancement of our school system, and Seminole County can point with pride to the results of their labors.

GENERAL REMARKS.—As seen by the foregoing, Seminole County schools have made great progress under the able direction of Superintendent D. L. Thrasher, recently re-

signed, supported by the efficient County Board, Chairman F. P. Forster, and Members S. C. Dickson, and C. F. Harrison. These have also had the hearty support and co-operation of the local trustees of the several special districts. I do not believe you will find a better equipped staff of teachers in the State than in this county, and it gives the new county Superintendent great pleasure to become a factor in such an efficient educational system.

Very respectfully submitted,

T. W. LAWTON,
County Superintendent.

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SUMTER COUNTY.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

My Dear Sir:

I beg leave to make to you the following general report of the condition of the schools of Sumter County. Since the last bi-ennium the schools of my county have marked the greatest improvement in the history of the schools of old Sumter.

NEW SCHOOL BUILDINGS.—In the last two years there have been two new buildings erected in the county at a cost of approximately \$20,000. One of these buildings is located in the country, where two small schools were consolidated. This school is doing extremely good work, and, in my opinion, is the only solution for the rural school problem.

BUILDINGS REPAIRED.—The buildings all over the county are in good repair, generally speaking. In the last two years there has been something like \$5,000 spent on repairs of buildings. These repairs generally are in the nature of repainting and the fixing of toilets in a sanitary

condition. These buildings are not near up to the standard, but we are working at them and as soon as the financial condition of the county will permit we will put them in A No. 1 shape.

HIGH SCHOOLS.—We have now in this county four Junior schools, one Intermediate and one Senior. These are located as follows: Junior at Oxford, Coleman, Bushnell and Center Hill; Intermediate at Wildwood; Senior at Webster. These are all High Schools in name and not in reality, if we are to measure them by the State Regulations. These schools are doing good work, far better than if they attempted nothing in the way of high school work. We have now about 125 pupils enrolled in these schools in the high school departments, and I would say that not more than 15 of this number would attend elsewhere if they were forced out for the lack of such school advantages. I am in favor of standardizing the high schools of the State; but I am in favor, at the same time, of State aid for them, so as to enable the smaller counties to have such schools.

TEACHERS.—For several years we have not had any trouble in supplying the schools with teachers. As a rule, the class of our teachers is very good, but there is room for great improvement in the way of efficiency. We almost refuse to employ a teacher with only a third grade certificate, but a great number of teachers that hold first grade certificates do not know the first principle of teaching. I think that the old system of supplying legally certified teachers has served its time and that a new and up-to-date system should take its place.

As to salaries, our salaries have been about the same for several years, ranging from \$50 to \$125 a month. We are now well on the way to do better in the near future.

SPECIAL TAX SCHOOL DISTRICTS.—There are now 14 school districts in the county. They take in the whole county, with the exception of 12 land sections, and they

are now asking for an election to create one for that school. Every one of these districts is levying the full three mills for school purposes.

ALCOHOL AND NARCOTICS.—The evil effects have been taught in the public school of our county for years and we continue the work. We are not using any specially prepared book on this subject. The book, "Health is Wealth," has not been supplied to any of the teachers unless they have bought them themselves.

UNIFORM TEXT-BOOKS.—I think that the uniform-text book law is all right. We have not tried it but one year and have had trouble all the year in getting these books placed in the hands of dealers so that the public could get them. It seems that the contracting companies have so much "red tape" that the dealers do not care to handle them. These books are all approved by the teachers with the exception of the English grammar, readers and arithmetics. The teachers, generally, over the county, as well as myself, think that these books should be changed. We hope that the Text-Book Commission will look well into this in making the next selection.

SCHOOL FINANCES.—With regard to the school funds will say that this county is in debt at this time. The assessed valuation of this county has been raised nearly \$1,000,000 in the last year, and if no misfortune overtakes us in the next four or five years we will be out of debt and in better shape. The people are thoroughly aroused over the schools for their children and are willing for the extra school taxes no matter what they are. Recently two of the school districts have voted bonds for the purpose of paying their outstanding indebtedness in order to run their schools for a period of seven or eight months. As to the general fund we are running on the budget system entirely.

COMPULSORY SCHOOL ATTENDANCE.—We have no compulsory school attendance in this county at the present. We have not encouraged this so far. Under the present

law we feel that it is not a wise thing to do, it will incur a larger expenditure on the part of the Board, and they feel that it will be an injustice on the tax-payers to bring on more expense and already in debt. The people in this county favor a State-wide compulsory attendance law if the Legislature will provide some way to meet the expense.

TRANSPORTATION OF PUPILS.—At the present time the matter of transporting pupils in this county is not very much noticed. We tried this and have found it a very difficult matter to handle. Once the thing is started the people begin to ride the public funds, so to speak, therefore, making the expense more than the good derived therefrom.

SCHOOL BOARDS.—As to the number on the School Boards members think that the present system is alright. The more you add to this Board the more the expense will be, and I fail to see where the good results will come from. I am first and last opposed to making the number five, and making the County Superintendent *ex-officio* the fifth member. At present the Legislature seems not to realize that a Superintendent has a limit to his work, and to place him on this Board would naturally make his responsibility more, and I feel that, at the present, he has enough to get up against. His duties has now increased to such an extent that he is no longer a Superintendent but a mere office man.

UNIFORM TEXT-BOOKS AND STATE COURSES OF STUDY.—In regard to the Uniform Text-Books for the schools of the State, I will say that I cannot see very much good coming from it under the present way of handling them. I think that the intent of the law is fine, but in the first place to make a success, we should have school men to select these books and then let their selection be final.

Then the most essential thing is to have a State Course of Study. I find that children coming from other counties into the schools of my county do not conform to the Course of Study as adopted by my board. My course calls for

Florida History in the sixth grade, so a pupil coming from another county, where they do not give this subject until the eighth grade, and he is then ready for the seventh or eight will be entirely cut out of this subject.

FREE TEXT BOOKS.—I am in favor of free text-books, provided that we can use the hunting license, fish commissions and other outside funds to meet the expense of purchasing these books.

THE PRESENT EXAMINATION SYSTEM.—I think that the old examination system has served its purpose and there should be another one instituted in its place. I have not studied this to any great extent, but my idea would be to divide the State up into districts something like the Judicial Circuits of the State and have a committee of three of the most efficient teachers to pass on the qualifications of the teachers in that district. I am not in favor of the bill presented to the last Legislature, on the ground that it would take too long to get around. The committee mentioned above need not be employed all the year, but about three months in the summer.

CONCLUSION.—I thank you very much for the privilege of handing you herewith this report. It is somewhat incomplete, as my time has been limited in which to get it up.

Respectfully submitted,
G. H. TOMPKINS,
County Superintendent.

SUWANNEE COUNTY.

Live Oak, January 25, 1917.

Hon. W. N. Sheats,
Superintendent Public Instruction.

NEW BUILDINGS.—We have built four rural school buildings for white pupils at a cost of \$3,000, two of

these buildings having three rooms each, one two rooms, one one room. The funds were raised from the general school fund. We have erected one building here in Live Oak for both the graded and high school for white pupils containing 16 rooms, at a cost of \$60,000, and the funds were raised by bonding Live Oak District No. 1, for that purpose. We have built additions to five old buildings at a cost of \$1,500. These additions were built where the grade of work and number of pupils had increased to the extent that one teacher could not handle them successfully, therefore, we gave them assistance.

SCHOOL BUILDINGS REPAIRED.—We have repaired 20 white school buildings at a cost of \$500, and six buildings for colored children at a cost of \$150.

HIGH SCHOOLS.—We have one Senior high school with an enrollment of 94 pupils in the high school department, we have Junior high schools with an enrollment of 30 pupils. The pupils in the Senior high school, I consider, come up to the standard of the Regulations of the State Board of Education; the pupils in the Junior high school may not reach the standard. I highly approve of all pupils being required to measure up to the State Regulations. Although some of our pupils may not measure with this Regulation, it is our aim to get them there as soon as possible. These statistics are hard to get for the reason, if you remember up to a short while ago, anything above the fifth grade was called higher branches, therefore, not dividing the last three grades from the high school and it is difficult to get at an accurate statement of this. I will say that our high schools show an increase of about 10% in both enrollment and attendance.

TEACHERS.—We have for the last four years had an over supply of teachers, sometimes their efficiency was not satisfactory on account of their being able to obtain a low grade certificate by especially preparing for that purpose, but were not competent to do the actual work

expected of them. Teachers' salaries average about \$47 per month for the white teachers, and about \$26 for negro teachers. These figures show a slight increase over any previous year.

SPECIAL TAX DISTRICTS.—We have 21 special tax school districts in this county and there are 21 white schools and five negro schools in these districts.

BONDING DISTRICTS.—Only one district has voted bonds, Live Oak District No. 1, voting \$70,000, and it has been used in building and furnishing a new school building in the district, this being the purpose for which the bonds were voted.

SCHOOL SANITATION.—Our out-buildings are all in very good shape and Chapter 6836 has been complied with in several cases and every effort possible is being made to complete the work.

ALCOHOLICS AND NARCOTICS.—Teaching the evils of alcoholics and narcotics has not reached a very high mark yet, we are introducing it though in a good many schools.

UNIFORM TEXT-BOOK LAW.—I believe the law to be a good one. Our agents are usually well supplied with books. The books in use are generally approved.

SCHOOL FINANCES.—Our finances, as far as the sub-districts are concerned are in very good shape. We only have about four districts that are in arrears. Our county funds don't show up as well as I would like for them to. They are about \$25,000 in arrears. We pay our teachers promptly by borrowing money ahead for that purpose. We have almost completed our new building and our repairs cannot amount to much for a year or two now, therefore we can reduce our indebtedness in this way.

TEACHERS' COUNTY INSTITUTES.—Our county has no county institutes.

TEACHERS' SUMMER SCHOOLS.—We have about twelve teachers who attend State Summer School for their training.

VOCATIONAL WORK.—We have not yet introduced vocational work in any of our schools.

CANNING, CORN AND OTHER STUDENTS' CLUBS.—We have organized a good many Corn and Canning Clubs, having about 50 boys in the Corn Clubs and about 30 girls in the Canning Clubs. Our County has a Farm Demonstrator, O. W. Caswell, who receives a salary of \$100 per month, paid half by the county and half by the Federal Government.

COMPULSORY SCHOOL ATTENDANCE.—One special tax district has voted compulsory school attendance, but it is not successful. The law is too indefinite and has too many loop holes whereby it can be gotten out of.

SCHOOL LIBRARIES.—Most all of our special tax school districts have small libraries in them. We are making improvements on the libraries every year.

TEACHER TRAINING DEPARTMENT.—There is no such department in our county. Our school funds have been short to the extent that we thought it unwise to begin that now.

TRANSPORTATION OF PUPILS.—We have no transportation of pupils.

COUNTY SCHOOL BOARDS.—The present number of members, the present method of electing them, and the present length of term seems to be very satisfactory here.

UNIFORM TEXT-BOOKS.—I do approve of uniformity in text-books, and think that it should extend through all the grades and into the high school.

STATE COURSE OF STUDY.—We should have a State Course of Study, covering graded and high schools. The Legislature ought to provide for this, it is hard to tell the best way to go at it.

FREE TEXT BOOKS.—I do not favor the system of free text-books under any condition.

PROGRESS AND RETROGRESSION.—Our enrollment and average attendance show a slight increase until the year of 1916, when there was a little decrease over 1915. In 1914 our enrollment was 2,970, and average attendance was 2,004; in 1915 the enrollment was 3438, and average attendance was 2,311; in 1916 the enrollment was 3,219, and average attendance 2,192.

Respectfully submitted,
J. W. O'HARA,
County Superintendent.

TAYLOR COUNTY.

Perry, Fla., November 28, 1916.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:

Complying with your request of the 21st inst., I hand you below my bi-ennial report for the two years ending June 30, 1916:

NEW BUILDINGS.—During the two years we have spent for new buildings \$20,040.45. Of this amount, \$16,000, paid in interest-bearing time warrants, was for an annex to the County High School building. This annex contains six class rooms, one large auditorium, a principal's office, a library, and a roomy basement with a hot-air furnace for heating and ventilation. We now have a commodious high school building with thirteen rooms, two auditoriums, and all of the modern conveniences. The remainder was spent for eight rural school buildings, one two-room and seven one-room. We are just now trying to break away from the old style of rural school buildings and get something more modern.

REPAIR OF BUILDINGS.—During the period we have spent

\$821.93 for repair of school buildings. Practically all of this has been spent on our rural school buildings. All of our buildings are in a good state of repair, and we believe that they will compare favorably with any in the State.

HIGH SCHOOLS.—We have but one High School in the county. During the past year (1915-16) we made only a junior high school. This year we carry the full twelve grades and hope to meet all of the requirements and secure recognition as a Senior High School. We feel that we are measuring up to the standard of the Regulations of the State Board of Education in teachers, grades, equipment, etc., and that we shall have no trouble in being recognized as a Senior High School this year. We certainly stand for the standardization of high schools and feel that this should be done by State regulations and not by any body of educators outside the State.

TEACHERS.—Our supply of home teachers this year is better than ever before, both as to numbers and as to efficiency. We are now employing very few teachers from outside the county, and we feel that our teachers will compare favorably with those of other sections in scholarship and general efficiency. And still, one of our greatest needs is more professionally trained teachers. We are gradually increasing the salaries of our teachers as they better prepare themselves for their work. The report for the year ending June 30, 1914, showed average salaries as follows: White males, \$50.93; white females, \$47.53; negro males, \$37.50; negro females, \$35. While the report for the year ending June 30, 1916, showed average as follows: White males, \$60.92; white females, \$52.36; negro males, \$35; negro females, \$35.

SPECIAL TAX DISTRICTS.—We have in the county 22 Special Tax School Districts, and these embrace nearly all of the territory in the county. We have only one school in the county that is not in a Special Tax District. Some of our districts are in debt, and we would favor a

law to increase the maximum district levy to five mills instead of three, leaving it, of course, elective as at present.

BONDING DISTRICTS.—So far, we have no bonding district, and have no school bonds, county or district.

SCHOOL SANITATION.—To meet the requirements of Chapter 6836, Acts of 1915, we have bought for all of our rural schools the Stevens Sanitary Can, which has been approved by Dr. Porter, of the State Board of Health. We have had great difficulty in getting these installed, as the Trustees of the various districts seem to take very little interest in the matter of sanitation.

TEACHING THE EVILS OF ALCOHOL AND NARCOTICS.—To comply with Chapter 6832, Acts of 1915, the Board has purchased for the schools a small physiology chart, especially designed for the teaching of the evils of alcoholics and narcotics, and it is being taught pictorially in the intermediate and primary grades. I think most of the schools are observing the law. We have not yet used the little book, "Health is Wealth," but intend doing so in addition to the chart mentioned above.

UNIFORM TEXT-BOOK LAW.—Our county is still under book contracts made in 1910 for five years, and extended by an Act of the Legislature in 1915 for two more years, hence we have not come under the Uniform Text-Book Law as yet, and know nothing of the merits of the books of the State adoption. We will make the change July 1st of next year, the time at which the State adoption will be changed.

SCHOOL FINANCES.—Our general school fund and some of our districts have some outstanding warrants. The report for the past year showed outstanding warrants against the general school fund to the amount of \$12,535.95, with a cash balance in the treasury of \$403.72.

TEACHERS' SUMMER SCHOOLS.—During the two years for which this report is made we have had only seven of our teachers to attend the summer school for teachers at Tal-

lahassee and Gainesville. We hope to increase this number in the future, and feel that it would be money well spent for School Boards to render some financial aid to those who wish to attend these schools.

VOCATIONAL WORK.—We have not yet been able financially to equip any of our schools for vocational work. We are laying plans along this line for another year and hope to be able soon to have some vocational work in our schools.

BOYS' AND GIRLS' CLUB WORK.—We have had, for the past several years, an interesting Boys' Corn Club in our county and have recently organized a Boys' Pig Club. We have a live Farm Demonstration Agent in the county and find his help invaluable along the line of club activities. He gets a salary of \$1,500 per year, \$900 of which is paid by our Board of County Commissioners, and the remainder by the Federal Government. We hope next year to have a Girls' Canning Club Agent.

COMPULSORY SCHOOL ATTENDANCE.—We have not attempted to vote compulsory school attendance in any part of our county, mainly for the reason that we think it would fail to carry. We would favor a State-wide, mandatory law along this line, and feel that it would meet with popular approval from the best people of the county.

SCHOOL LIBRARIES.—Nearly all of our schools have graded libraries and they supply a long-felt need. These were purchased by the Trustees of the special tax districts and paid for from their funds. We are adding every year supplemental readers for the primary and intermediate grades.

TEACHER-TRAINING DEPARTMENT.—Last year we were able to meet the requirements and establish a Teacher-Training Department in our County High School and are continuing it the present year. Many of those who were in attendance last year are with us again, and we feel that the results are going to be gratifying. We are doing some practice teaching this year that we feel will be help-

ful to the young teachers when they get out into the field of teaching. We think that after this year the entrance requirements should be raised to the completion of the tenth grade, and later, perhaps, to the completion of the twelfth grade.

TRANSPORTATION OF PUPILS.—Perhaps, the most vexing problem with which we have had to contend with during my administration has been the one of getting all the children of the county into school. Our county is sparsely populated and there are communities where there are not sufficient children to establish and maintain a school, and yet some children that must be provided for in some way. These we have been trying to transport to the nearest school. This, however, has proven expensive, so far, costing on an average \$11.67 per pupil per year. There is a strong sentiment on the part of the present Board to abolish transportation altogether; but it is a problem how this may be done without leaving a goodly number of children without any school advantage at all.

COUNTY SCHOOL BOARDS.—My honest opinion upon this subject was asked, I am obliged to say that I believe that the expenditure of so much money and the disposition of questions of such vital importance to the future welfare of the country should be vested in a sufficient number of men that a mere "move and a second" would not decide them. I would, therefore, favor increasing the number of School Board members to four, to be elected for a term of four years, one-half to retire every two years, and give the County Superintendents the right to vote in case of a tie.

UNIFORM TEXT-BOOKS.—If we are to have uniformity at all, I would favor it through all of the grades, including the high school. However, unless we can have free books, furnished by the State, and a uniform course of study reaching through all the grades, provided for in some way by the Legislature, I am not so sure that I favor uniformity.

FREE TEXT-BOOKS.—In our county we have had free text-books for the past eight years. These are furnished to the child on the order of the teacher and become his property the same as if bought by the parent. The books are paid for from the general school fund of the county. So far, the system has proven very satisfactory and is very popular with the people. If we could have free books furnished by the State without having to use any of the present county school fund to supply them, it would be preferable to any county system.

PROGRESS.—We feel a pardonable pride in the progress made in the last four years. Our enrollment and average attendance have both increased at a fair ratio; average length of term has been increased by nearly two months; we have better libraries and better equipment in all of our schools; and, I am sure we have a better class of teachers. Yet, there is much more to be done. We need manual training for our boys and domestic art and science for our girls and a closer relationship between the school and the home. These are some of our objectives in the immediate future.

THE PRESENT EXAMINATION SYSTEM.—I believe that the present examination system, while good in its day, has served its purpose and that a change is needed. I am unqualifiedly in favor of a State Board of Examiners as proposed in a law introduced at the last session of the Legislature. Recent experiences in our county have made me more than ever in favor of this law.

NEW LAWS RECOMMENDED.—I would favor the following new laws:

1. A new examination law as indicated above.
2. A law allowing Special Tax School Districts to vote a maximum levy of five mills, instead of three as at present.
3. A law making it mandatory upon County School Boards to provide clerical help for County Superinten

dents, or employ Supervising Principals for rural schools.

4. A law enlarging the powers of our Rural School Inspectors. We have found these very helpful to us in our work, but feel that they should have more power along constructive lines.

Respectfully submitted,

F. S. JACKSON,
County Superintendent.

VOLUSIA COUNTY.

Hon. W. N. Sheats,

State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request, I beg leave to submit the following report of the progress made during the last two years, and the present condition of the school system in Volusia County:

PROGRESS.—The past bi-ennium has marked the greatest progress Volusia County schools have ever experienced in many ways.

New buildings complete have been erected in the following places, cost of same paid from the general school fund:

<i>Place.</i>	<i>Amount.</i>	<i>No. of Rooms.</i>
Barberville	\$ 524.00	1 room (addition)
McGlenn	772.00	1 room
New Smyrna.....	354.00	2 rooms (addition)
Center Hill	994.04	1 room
Clifton	500.00	1 room
Pierson	3,535.88	4 rooms
Seville	3,363.19	4 rooms
Turnbull Bay	1,485.23	1 room
Kingston	639.63	1 room (addition)
Glenwood	900.07	2 rooms

Negro Schools

Orange City	167.57	1 room (addition)
DeLand	3,818.96	6 rooms
New Smyrna	3,797.71	5 rooms

The following buildings have been completed or are now under construction, cost of same to be paid from Special District bond funds:

Daytona—

North Ward	\$33,512.00	7 rooms
South Ward .....	.....	5 rooms
New Smyrna	36,176.00	18 rooms
DeLand	49,592.00	20 rooms
Lake Helen	15,000.00	5 rooms (complete)
Seabreeze	43,526.00	18 rooms

Negro Schools.

Daytona	\$18,000.00	8 rooms
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Each of the above named schools have, in addition to the number of rooms indicated, a large auditorium, the smallest of which has a capacity of 500.

NEW BUILDINGS ERECTED SINCE JULY 1ST.—Since July 1st new buildings have been erected in the following places and not included in the above report:

Enterprise (white)	\$4,000.00	4 rooms
Port Orange (negro)	790.00	1 room
Seville	825.00	1 room

REPAIRS.—During the period for which this report is made, every school building owned by the county has been placed in the very best possible repair.

Repairs for white schools costing \$5,472.75; for negro schools \$5000. We have allowed several school buildings to go down somewhat, dut to the fact that we expected to have in the meantime, erected new buildings in these districts.

SENIOR HIGH SCHOOLS.—The following high schools have been operated during the last two years:

Name of School.	No. Teachers.	No. Pupils Enrolled.
		(for two years.)

Senior High Schools.

Daytona	7	180
New Smyrna	4	64
Seabreeze	4	58

Junior High Schools.

Ormond	1	12
Enterprise	1	12
Lake Helen	1	9
Pierson	1	14

Each of the above named Senior High Schools have complied with the State Board's requirements for a senior high school in every regard except in one instance where it was absolutely necessary to employ a teacher holding only a temporary certificate. That individual since, however, has qualified according to the State Regulations. Each of the above named Junior High Schools have not complied in every respect with the State Board's requirements for Junior high schools. They have, however, complied with regard to course pursued, number of recitation periods, and qualifications and certification of teachers. Each of the Senior high schools are well equipped with laboratories, chemical and physical supplies, and an ample high school library. The School Board allows each Senior high school \$100 per year for the purpose of purchasing chemicals. Each Junior high school is allowed \$50 per year for that purpose.

TEACHERS.—With a few exceptions, the teaching force of Volusia County during the past two years has been above the ordinary. We have been compelled, in order to fill our schools, to employ a few teachers, granting them temporary certificates. Quite a number have been brought from other States after the regular school terms have opened, and granted temporary certificates in order

that certain departments might be filled with teachers having had training for that special work. In very near every case such teachers have made good and have proven themselves quite worthy of the confidence placed in them. For the most part, teachers having been certificated within the last three or four years, we find to be more efficient than they were several years ago, especially those who have had at least one year in our State schools, we find to be well informed, some of them slightly lacking in Normal Training. We have experienced some difficulty during the last bi-ennium in securing teachers holding legal Florida certificates.

TEACHERS' SALARIES—1915-16.

High School Principals:	
Maximum salary	\$200.00
Minimum salary	140.00
High Schol Teachers:	
Maximum salary	140.00
Minimum salary	80.00
Grade Teachers in City Schools:	
Maximum salary	90.00
Minimum salary	65.00
Principals of Two and Three Teacher Schools:	
Maximum salary	100.00
Minimum salary	80.00
Other Teachers in Such Schools:	
Maximum salary	65.00
Minimum salary	50.00
One Teacher Rural Schools:	
Maximum salary	70.00
Minimum salary	50.00
Principals Negro Schools:	
Maximum salary	85.00
Minimum salary	50.00

Other Teachers in Negro Schools:

Maximum salary	60.00
Minimum salary	35.00
Increase in total monthly salaries, white teachers	707.25
Negro teachers	309.00

SPECIAL TAX SCHOOL DISTRICTS.—There are now in force in Volusia County 24 special school districts, embracing 8 white and 12 negro schols. Each of these districts assess three mills per annum, the largest amount received in any one district during the last tax year being about \$7,000, while the smallest amount was \$180.51.

BONDED DISTRICTS.—The following districts have issued bonds under Chapter 6542, during the last two years:

District No. 6, Daytona, \$75,000 bonds. This issue of bonds sold for \$76,000, of which amount \$33,512 is being invested in two Ward schools for white children, and \$18,000 in a Ward school for negro children; the remainder, \$24,488, having been used to purchase from the City of Daytona school property previously owned by that city, and in purchasing locations for Ward schools.

District No. 8, New Smyrna, \$40,000 bonds; \$37,000 of this issue sold for \$38,870.74, including accrued interest. This amount is being invested in a reenforced concrete building now under construction; the contract price being \$36,176, the remainder having been invested in land and school furnishings.

District No. 12, DeLand, \$60,000 bonds. This issue sold for \$66,012, which amount is being invested in school lands and a modern facebrick, fire-proof school building, to have twenty class rooms and a large auditorium.

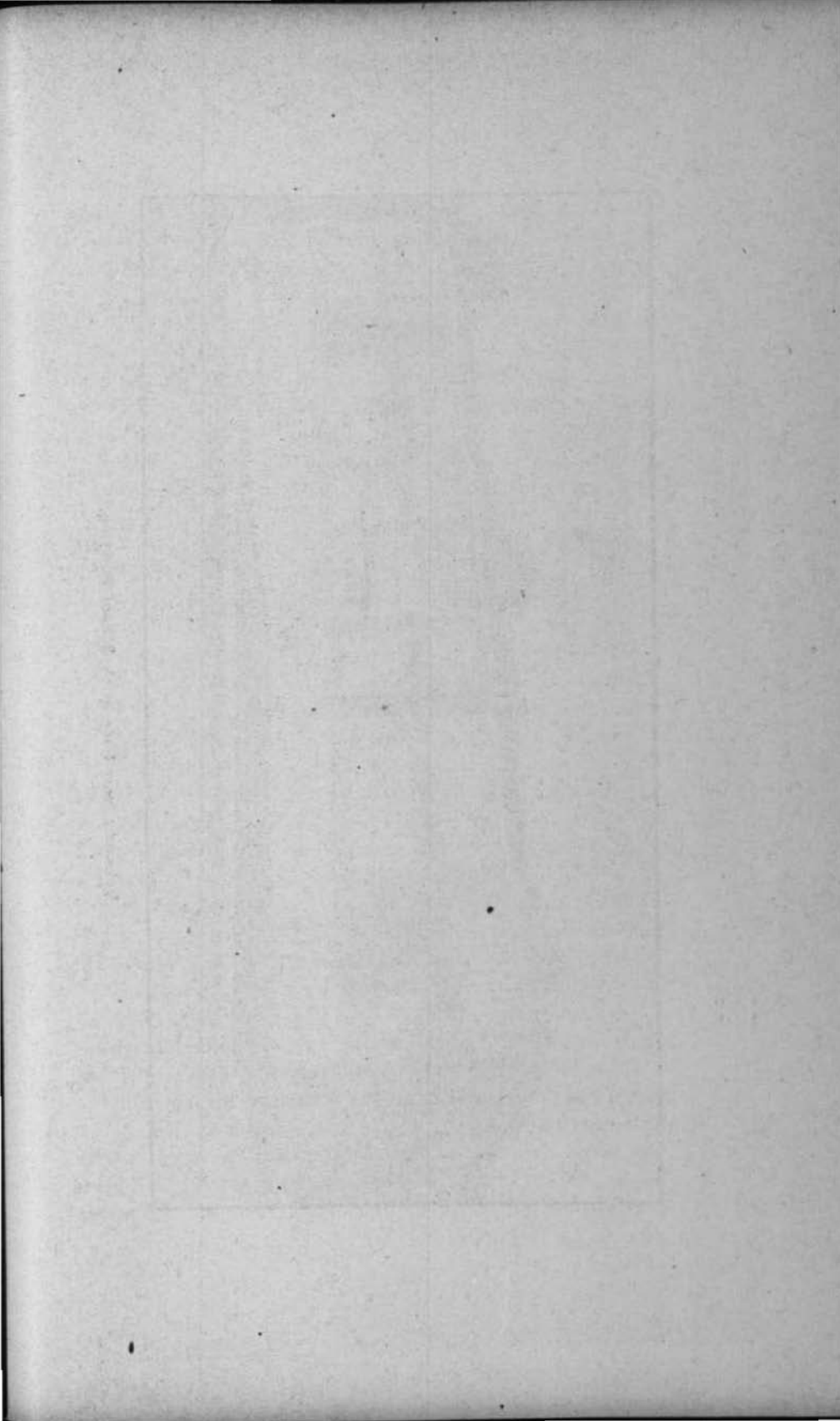
District No. 14, Lake Helen, \$15,000 bonds. This issue sold for \$14,396.85, including accrued interest, which amount has been invested in a modern five-room brick school building, including a large auditorium and complete furnishings. This building is now occupied by the school.

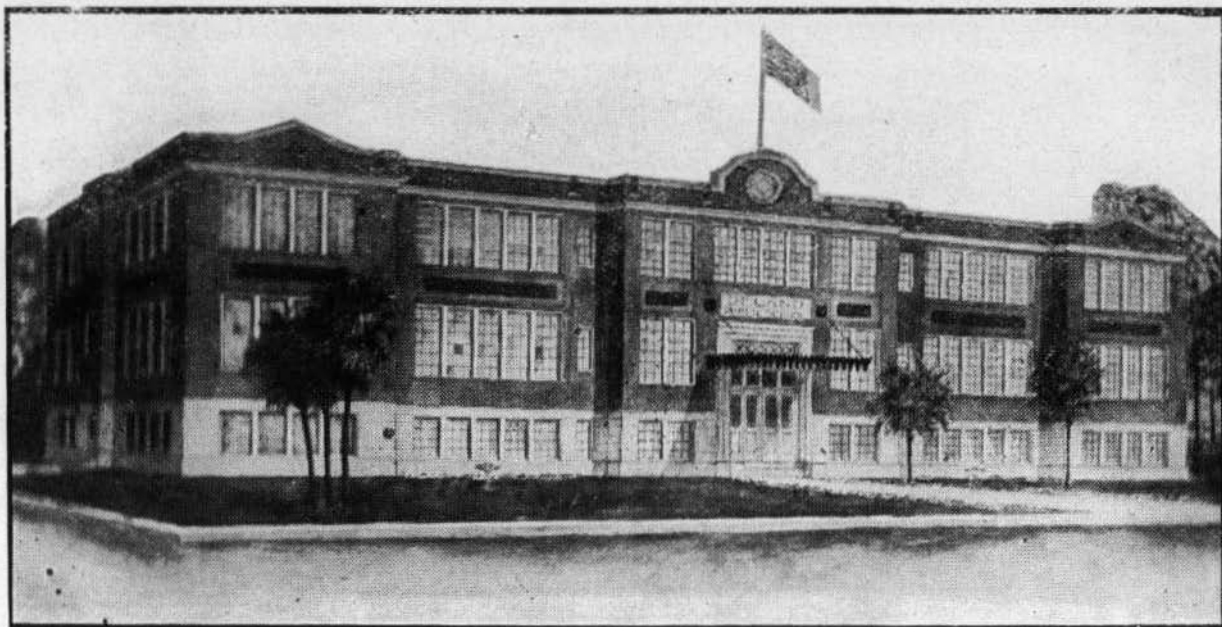
District No. 41, Seabreeze, \$50,000 bonds. This issue sold for \$53,015.55, which amount is being invested in a modern fire-proof re-inforced concrete school building.

Of the buildings referred to above to be erected from the proceeds of the sale of bonds, Lake Helen and the South Ward School in Daytona are complete and now in use. All the other buildings, except DeLand, will be complete not later than February 15th, and we expect the schools to move into their new homes not later than April 1st. Each of these buildings, as well as all other new buildings erected in the county, have been or will be fitted up complete with sanitary semi-steel school furniture, all single desks. The Luther O. Draper shades are being used for windows. The buildings, including the furnishings, laboratories, etc., are to be complete and modern in every respect.

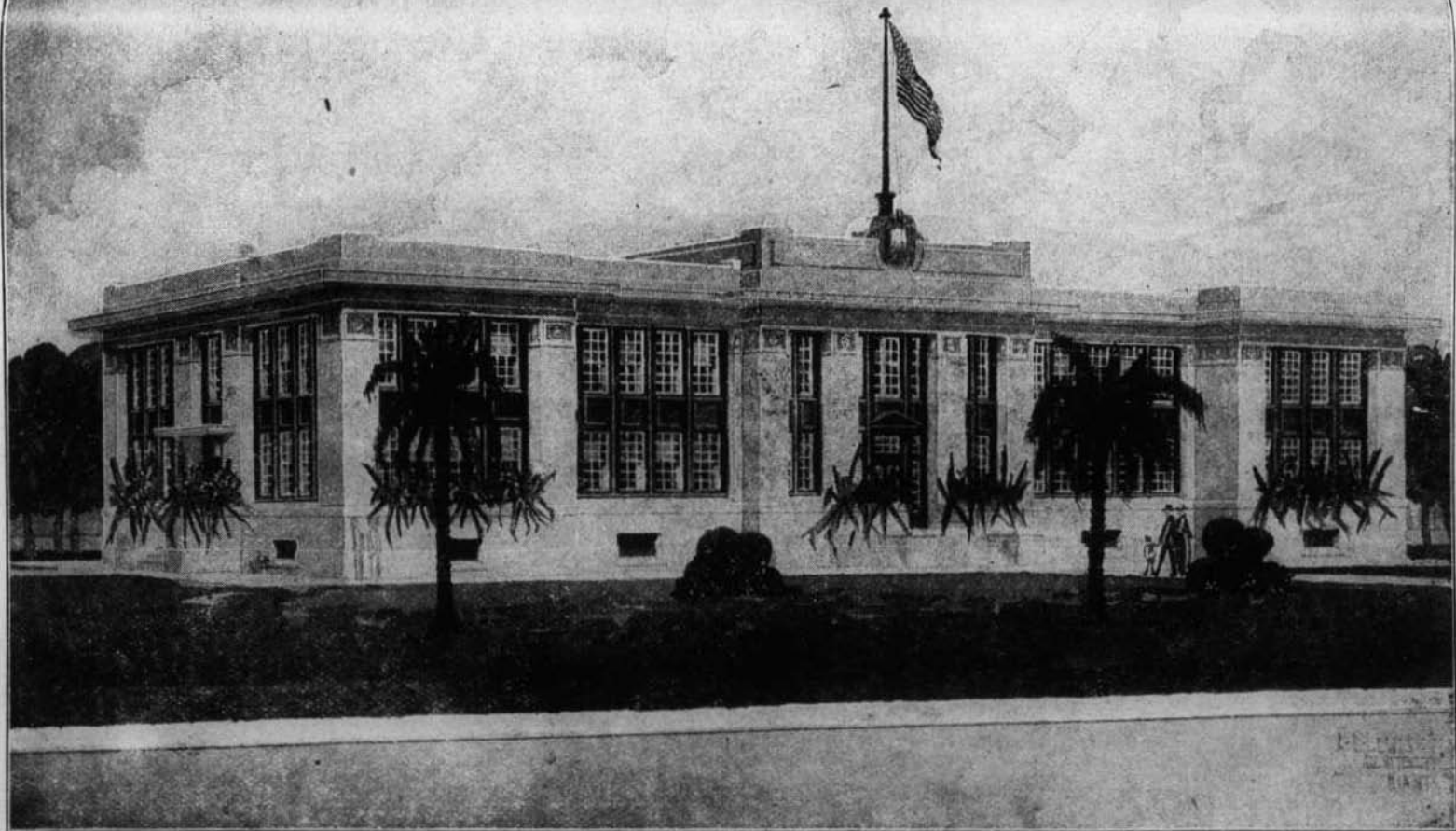
SCHOOL SANITATION.—For the most part, all our school buildings, including the out-buildings, are kept at all times in as nearly a sanitary condition as is possible. In all special tax school districts janitors are employed by the year to look after the buildings and the grounds. We require every building to be swept and thoroughly dusted once every day. After the sweeping and dusting, all the furniture and woodwork is wiped off with a damp cloth. We hold janitors responsible for the condition of the buildings and grounds at all times, each being subject to the orders of the principal. In schools where no janitors are employed the manner and method of keeping the school building, out-buildings and grounds is left entirely to the principal. We have used many methods of securing desired results in this connection. We have installed in all schools of two or more teachers, either a water-system sewerage or the famous Kaustine System, the latter being almost as satisfactory as a water system.

In rural schools we are attempting to comply with Chapter 6836, Acts of Florida, by the repairing of toilets in the following manner: Buildings to be of ample size,

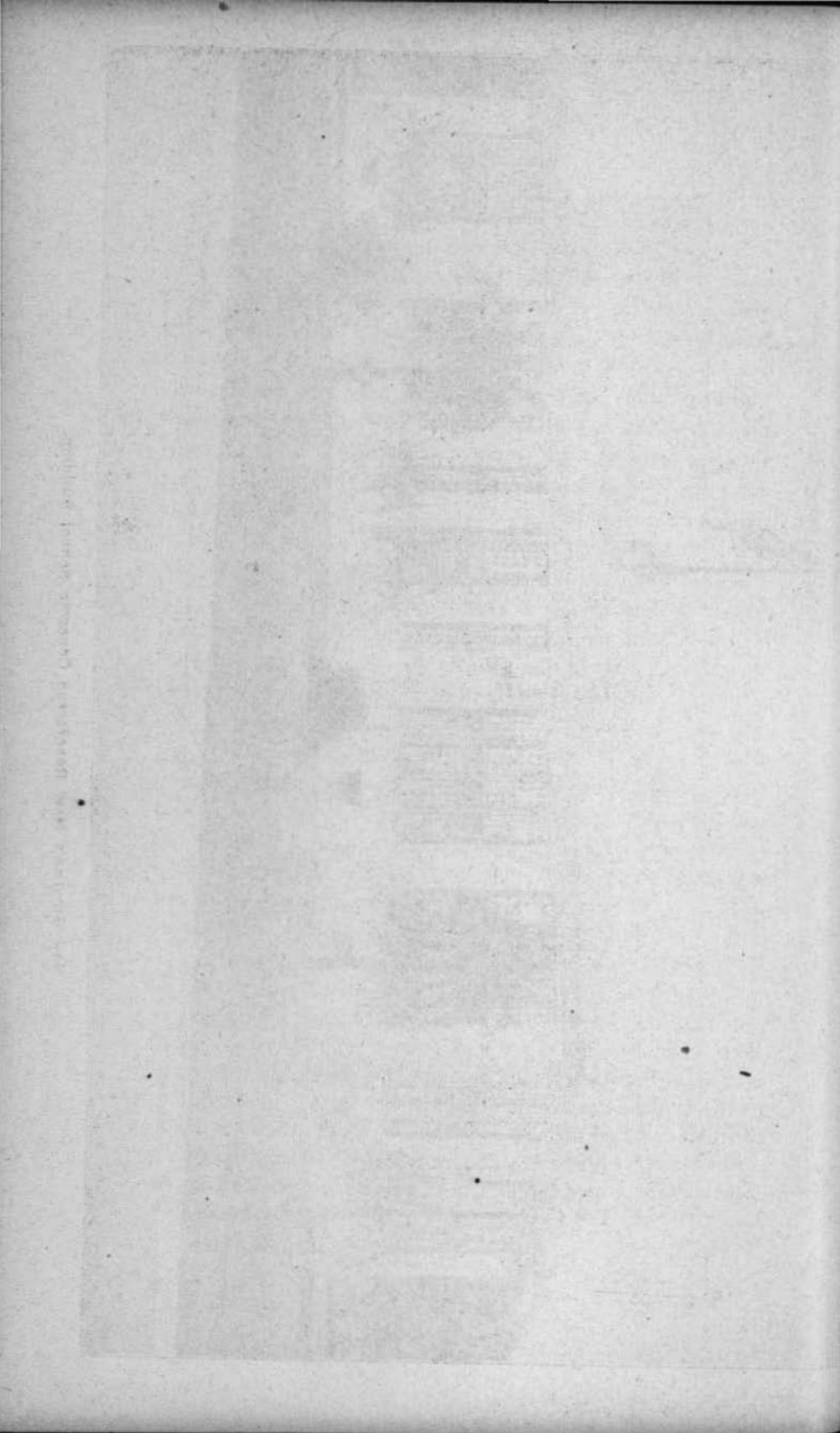




DeLand's New Face-Brick School Building.



New Smyrna's New Reinforced Concrete School Building.



with one screened window in each end. Seats covered either with solid board or screen cover. The box beneath is an excavation of sufficient size, walled in on sides with brick or cement, without solid bottom. This is covered from behind by a drop leaf, either solid or of screen wire. Lime is provided and kept in convenient places in every building, and janitors and principals are required to make frequent use of the same. When it becomes necessary to clean out the boxes or excavation, same is easily done and the refuse burned or hauled away.

TEACHING THE EVILS OF ALCOHOLICS AND NARCOTICS.—“Health is Wealth” has been furnished every teacher of primary and intermediate grades in the county. We require this book read frequently to classes not using text-books on sanitation, hygiene and physiology. In connection with such reading papers are read by the different pupils and discussed by the entire class. We also require the use of “Health is Wealth” in connection with the study of the text-book on hygiene, sanitation and physiology, where possible, making demonstrations and experiments to show the evils of alcohol and narcotics. I would recommend that in the drafting of a State Course of Study for the elementary schools, that this book, “Health is Wealth,” be given a regular place as a text-book on the list, as we find many teachers negligent and careless in the use of the same.

UNIFORM TEXT-BOOK LAW.—For the last two years the operation of the uniform text-book law has given us but little trouble. We have had some difficulty in securing books through our local depositories promptly. Several of the books in use under this law are not, in my opinion, altogether fitted for the purposes for which they are used. I shall not attempt to discuss the same herein, however. I believe too many supplementary books are prescribed under this law, and that teachers attempt to use too many

of these supplementary books. I believe it would be better to leave the supplementary reading, for the most part, to the discretion of the instructor.

SCHOOL FINANCE—1914-15.—During the school year 1914-15, the total income for the support of the schools of Volusia County, including balances brought from the previous year, and the receipts for special tax school districts, was \$127,186.13. Of this amount \$108,137.42 was expended for the maintenance of the schools, leaving a balance July 1st, 1915, of \$19,048.71; of which amount \$4,793 was special tax school district funds. Of the 21 special tax school districts in operation at that time, six were in arrears at the close of the school year, the remaining fifteen closing the year with an aggregate balance of \$4,793.

SCHOOL FINANCES—1916-16.—During the school year, 1915-16, the total income for the support of the schools of Volusia County, including balances brought from the previous year, and the receipts for special tax school districts, was \$135,116.68. Of this amount \$108,194.90 was expended for the maintenance of the schools, leaving a balance July 1, 1916, of \$26,921.78; of which amount \$3,394.41 was special tax school district funds. Of the 21 special tax school districts in operation July 1, 1916, five were in arrears, the remaining 17 closing the year with a balance of \$3,394.41. The arrears in the years 1914-15, and 1915-16, was due to the fact that the County Tax Collector did not make a full report of special tax school district funds until the first week in July, our books closing July 1. Our teachers' pay-roll and all other bills are paid promptly once each month. Each year there is a period, from November 1 until January 1, when our general school fund is usually low, due to the fact that the bulk of our taxes is not received until February and March. Even under such circumstances we make our pay-rolls promptly each month, arranging with one bank in the county to take up the warrants at face value when

presented, said bank charging us interest only for the actual number of days which they hold the warrant. Immediately upon receipt of funds deposited with the Treasurer, such bank is notified to present warrants to use up amount received, and thus relieve the county of interest for that amount and time. It has been the policy of the School Board during the last four years, to authorize the purchase of nothing, unless sufficient funds were available to pay the bill when due. We try to work on the face of our budget, and not to exceed the same, if possible, to avoid it. By so doing we have been able to keep the general school fund with handsome balances from year to year. In three special tax school districts, however, the cost of incidentals in maintaining the schools being so far in excess of the income from the three mill tax, that these districts are in debt. Such indebtedness is carried by means of demand notes according to law, said notes being signed by the local Board of Trustees for the respective districts, and approved by the County Board of Education.

TEACHERS' INSTITUTES.—During the last school year two separate teachers' organizations were operated: one known as the East Coast Teachers' Association, the other as the West Side Teachers' Association. The East Coast Teachers' Association being composed of all teachers and many honorary members not teachers living on the east side of the county, while the West Side Teachers' Association was composed of the teachers and many honorary members living on the west side of the county. Each Association held a meeting once each month, the two meeting on different dates in order that representatives might go from one to the other. During the year we were honored by many distinguished speakers from different sections of the State, among whom were Prof. L. W. Buchholz, Dr. Edw. Conradi, Dr. Daniel J. Blocker, of Stetson University, and others. The County Board allowed each teacher who was compelled to travel by train

or automobile to reach the meeting place \$1 for each trip, said amount being allowed to pay expenses. At such meetings or associations, practical every-day school problems were usually the topic, a good portion of the time being given up to departmental meetings and round-table discussions. These organizations were perfected as permanent. Our first meetings for the present school year will occur some time in January.

During the last two school years 66 Volusia County teachers attended Summer Schools, a majority of which number attended Florida University, Florida State College for Women, Stetson University, and the Summer School of the South.

VOCATIONAL WORK.—All departments of vocational work which we would like to report at this time are not at present complete and in operation. At present, however, we are operating Manual Training departments, all of which are well equipped and under the management of able instructors, at DeLand, Dayton and Seabreeze. These departments have made marked success during the last two years. Domestic Science departments are in operation in the schools at Daytona and Seabreeze. In connection with the Daytona school there is being operated the only standard Commercial department in the county. This department is well equipped, having an enrollment of 27. This department is under the direction of Prof. F. B. Mixon, who has proven himself an able and efficient instructor. The total number enrolled in the Manual Training departments in all schools in the county will aggregate approximately 200, while the total number enrolled in the two Domestic Science departments in the county will aggregate approximately 50. At the time the schools in New Smyrna, Seabreeze and DeLand enter the new buildings we expect to have in operation, complete in every respect, in each of the schools, Domestic Science, Manual Training, and perhaps in one or two, a Commercial Course.

CORN AND CANNING CLUBS.—Volusia County has employed both a Farm Demonstrator and a Canning Club Agent. Our Farm Demonstrator, Mr. R. E. Lenfest, receives a salary of \$1,400 per annum, \$800 of which is paid by the Board of County Commissioners, the remaining \$600 by the Federal Government. Mr. Lenfest has only recently taken charge of this work. Prior to November 1st the work of the Corn Clubs was managed by our Canning Club Agent.

Our Canning Club Agent, Miss Mary K. Summers, receives a salary of \$1,000 for ten months' work, \$500 of which amount is paid by the County School Board, the remaining \$500 by the Federal Government.

Three years ago, when the Canning Club and Corn Club work was started in this county, but little attention was paid to it, and but little progress was shown during the first year. At the close of the second year, however, all the members who finished the work having made a wonderful showing, aroused considerable interest in various sections of the county, and as a result the year just closed proved more successful. During the school year just closed there were enrolled in the Canning Club of the county 35 girls, 15 of which number completed the work in every respect. The highest yield for any one member of the Tomato Club for the year was 1,927 pounds. When canned and estimated at market value, this tenth-acre produced a gross income of \$85, net income being \$60. This Club member sold 1,300 two-pound containers of tomatoes. The smallest yield for any member of the Club was 15 pounds of ripe tomatoes; it is useless to say this member failed to make a net yield. The average yield per tenth-acre was 1,236 pounds, the average net profit per tenth-acre being \$15.03.

The opening year promises a larger enrollment in the Canning Club and a more successful year in every respect than the county has ever experienced before. In connection with the Tomato Club work our County Agent has

visited many rural homes and assisted in the installation of many different kinds of modern home conveniences, among which might be named fireless cookers, iceless refrigerators, fly traps, etc.

During the year just closed there were enrolled in the Corn Clubs of the county 41 boys. The largest yield produced by any one boy being $79\frac{1}{2}$ bushels, while the smallest yield produced by any one completing the work was 16 bushels. These products were valued at \$1 per bushel, producing the largest net yield in money \$60.50. It is useless to say that the boy producing the smallest yield failed to make a net profit. The average net profit for the entire Club for the year was \$41.15 per acre.

Prizes awarded for Corn and Canning Club work:

Two \$25 Scholarships to the Short Course in Tallahassee, from the Board of County Commissioners.

One \$15 Scholarship to the Short Course in Gainesville, from the Board of Public Instruction.

One \$25 Scholarship to the Short Course in Gainesville, from Florida East Coast Railway.

One \$25 Savings Account from the State Bank of New Smyrna.

One \$25 Gold Watch from the E. O. Painter Fertilizer Company.

One \$10 Cash Prize from the E. O. Painter Fertilizer Company.

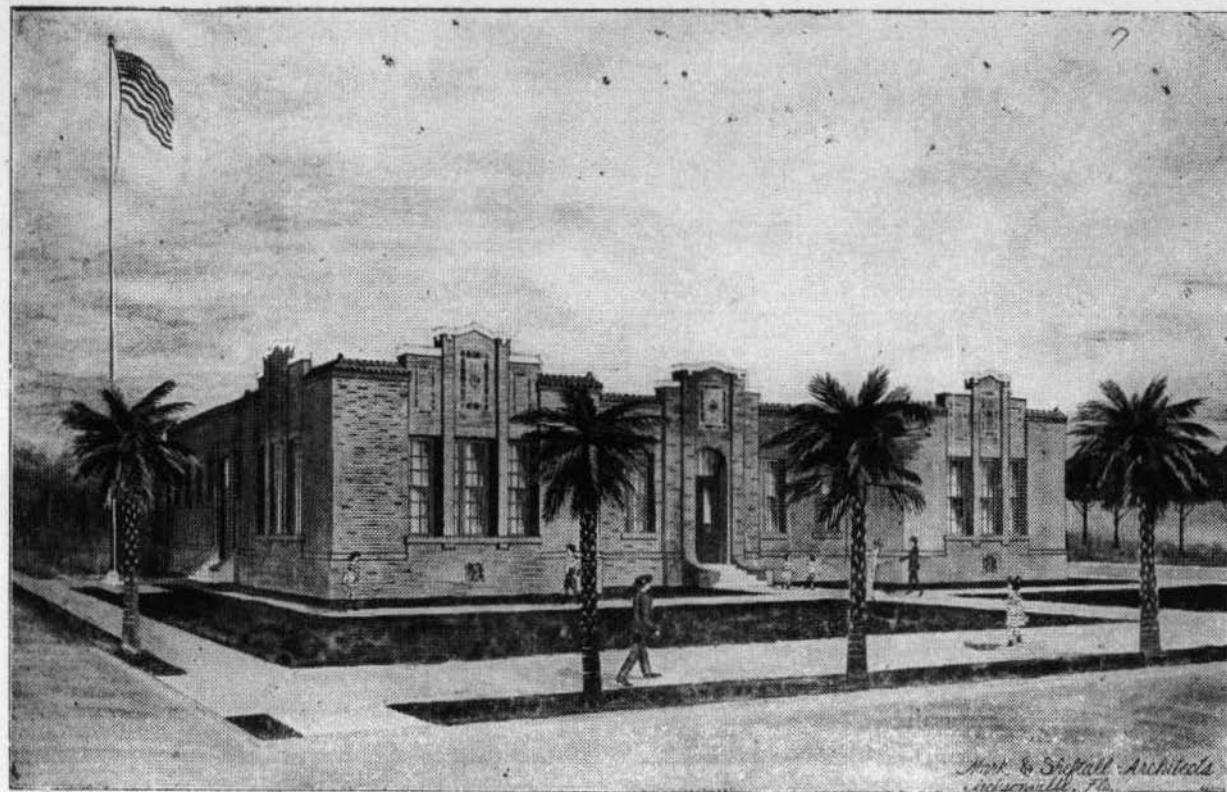
Two \$5 Cash Prizes from the Board of Public Instruction.

One Pig, Valued at \$15, from Mrs. M. E. Gregory.

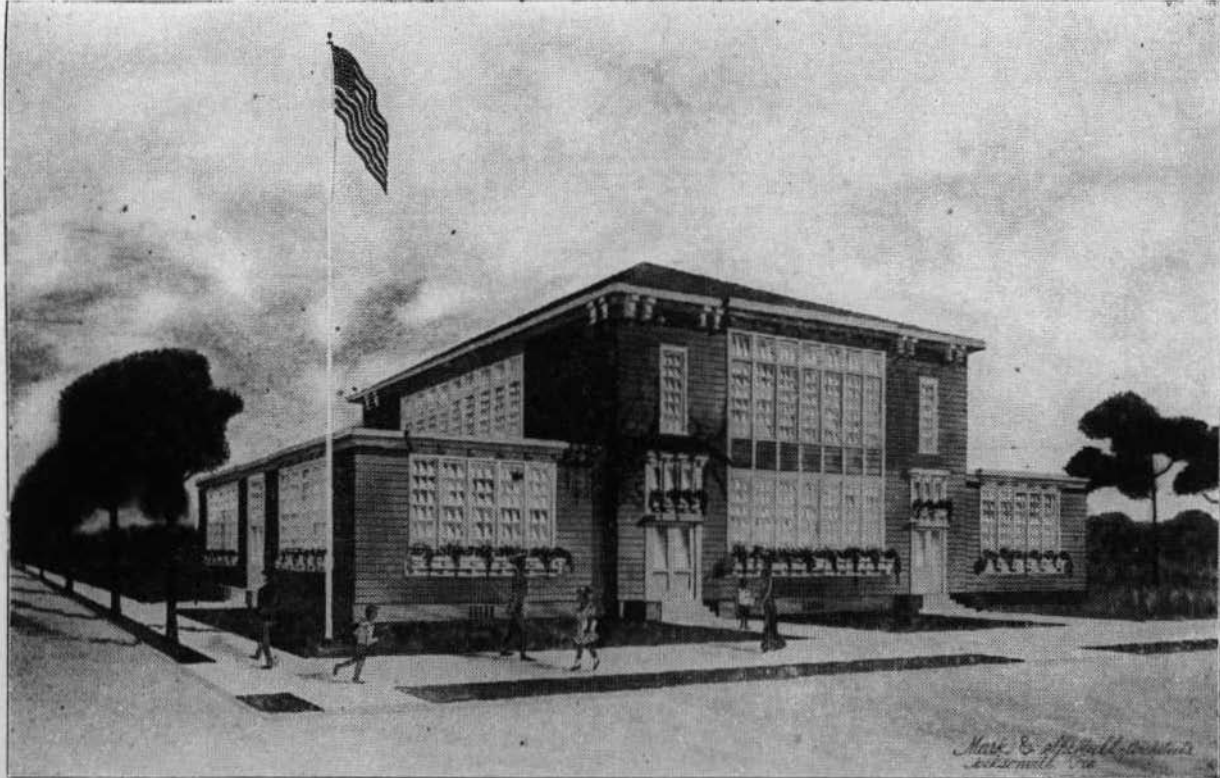
One Pig, Valued at \$15, from Walter Burgess.

One Pig, Valued at \$15, from the Mandaly Farms.

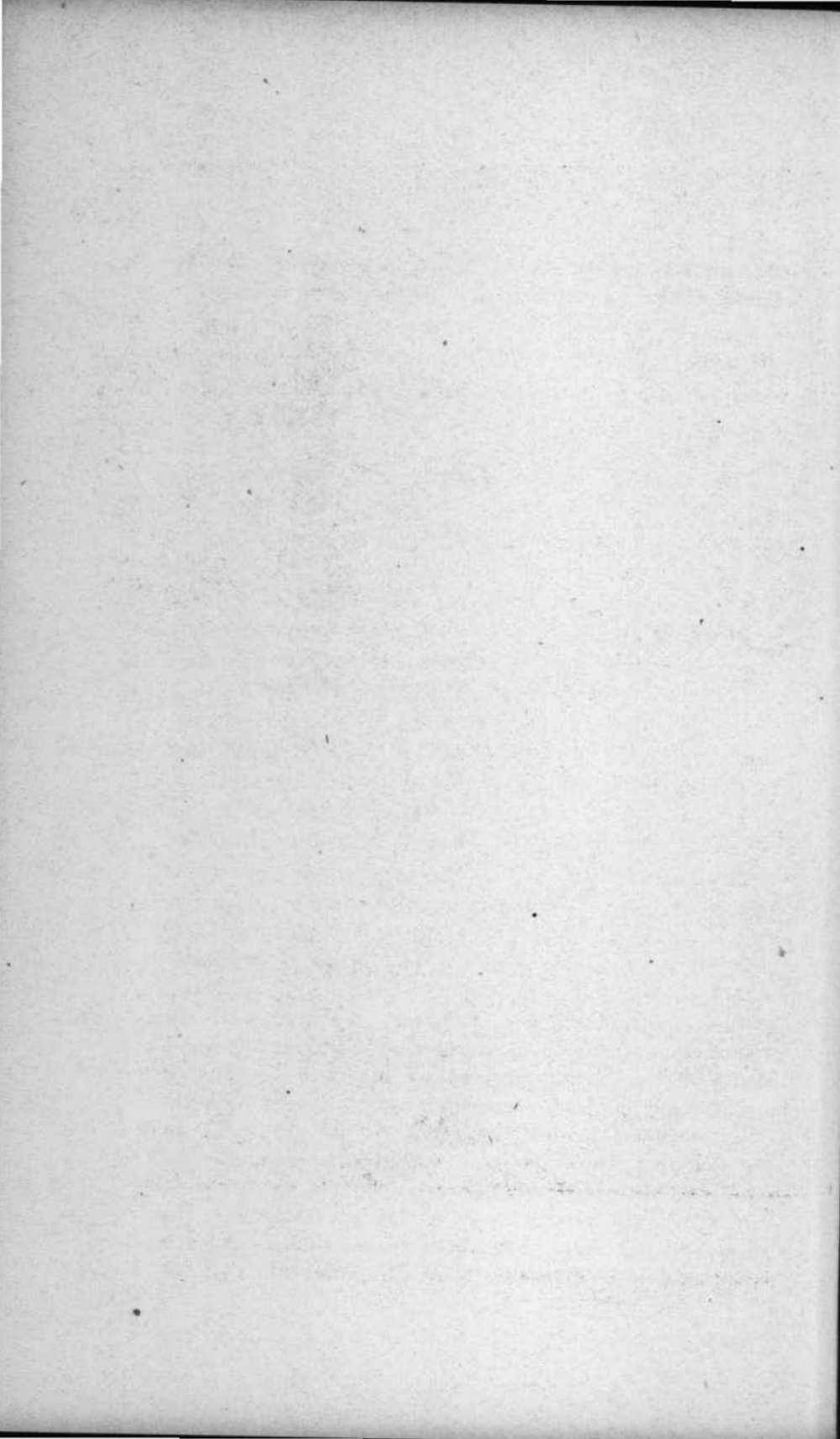
COMPULSORY SCHOOL ATTENDANCE.—One special tax district, namely, Oak Hill,, District No. 9, voted on compulsory school attendance, killing the same by a vote of more than two to one. There seems to be no great necessity in this county for the enforcement of such a law. We feel, however, that a State-wide mandatory compul-



One of Daytona's Ward School Buildings.



Lake Helen's New Brick School Building.



sory attendance law would be of great value to the county. It is my opinion that the sentiment is in favor of a State-wide mandatory compulsory attendance law.

SCHOOL LIBRARIES.—Graded libraries, consisting of books suitable for all grades from one to nine, inclusive, have been furnished a large number of the schools of the county. These libraries include a glass front oak case of sufficient size to accommodate the entire library; cost of library in case averaging \$100. We find both teachers and pupils in schools having received a library, taking great interest in the use of the same. We also believe in a short time that the patrons of such schools will be found using these libraries. It is our purpose to add small graded libraries to our schools from time to time until every school in the county is amply supplied.

TEACHER TRAINING DEPARTMENTS.—We have at present in operation in connection with the Daytona High School, a Teacher-Training Department, under the direction of Mrs. M. L. Norton, the enrollment at present being 13. No member of the Teacher-Training Department at the present time has less than junior high school credits, or a second grade teachers' certificate. It is our purpose, if possible, to enter into this department only students who have completed two years in the high school, or teachers who have passed the uniform teachers' examination and had experience in the school room. I would recommend in connection with such departments that a law be enacted by the next Legislature, authorizing the State Superintendent, together with the County Superintendent, to grant to the graduates doing two years' work in such departments, a conditional teachers' certificate, conditioned upon successful teaching only, such certificate good for not less than two years and not more than three years; such certificates being subject to extension upon the presentation of sat-

isfactory evidence that the holder thereof has taught successfully during that time and attended summer schools for at least two out of three summers.

In connection with the Teacher-Training Department, in Daytona, we have established a Circulating Library for all teachers holding elementary positions in the county. The work of the Circulating Library is under the direction of the Normal Director. We have supplied that Department with 100 choice books, such as are of most benefit to elementary teachers. Each teacher is mailed a book at the first of each school month. He or, she is required to read it during that month and return the same to the Normal Director at the time the teacher's report is made to the County Superintendent. Upon the receipt of that book a second book is mailed to that individual with a blank or questionnaire on the book previously read. In this manner the reading is carried on by the entire teaching force of Volusia County, the Normal Director grading the synopses, or questionnaires, as they may be returned to her, and a record kept of the reading done by each teacher. At the end of the year all teachers having successfully carried on the work of this department in this manner and making a grade of not less than 90 per cent, will be given a Professional Reading Certificate signed by the County Superintendent and the Normal Director.

We have advised each teacher that those who do this work, as prescribed, will be given the preference of the elementary positions for the coming year over those who fail to do so. Pupils of the Commercial Department and those of the Teacher-Training Department in the Daytona high school, assist the Normal Director in carrying on the work of the Professional Reading Course. We believe this particular phase of the Teacher-Training Department will prove a great benefit, especially to the rural schools of our county.

TRANSPORTATION OF PUPILS.—During the last two years we have endeavored, as we did previously, to abolish as

many small rural schools as possible and to form consolidated district schools, transporting pupils living two and one-half miles and more away from the nearest school. During the school term 1914-15, 105 pupils were transported at a cost of \$1,456. During the school term 1915-16, 140 pupils were transported at a cost of \$2,208.

We recommend the consolidation of schools and the allowing of transportation as a means of building strong consolidated district schools; at the same time, we find there exists a great danger in over-stepping good judgment in allowing transportation.

COUNTY SCHOOL BOARD.—The present School Board of Volusia County, composed of Hon. Geo. F. Crouch, Chairman; V. W. Gould and E. M. Woolwine, is, I believe, one of the best School Boards in the State. These gentlemen are of that broad-minded type who believe in operating the schools of the county in a manner that will produce the greatest good for the greatest number. One member of this Board, E. M. Woolwine, retires January 1, to be succeeded by Hon. S. E. Lemmon, of Barberville. I consider the present number of members of School Boards satisfactory, unless each county could be divided into five School Board Districts, allowing each district to select a member for the county school Board, changing the laws of the State in such manner as will make it possible for the members of the School Board to afford to give some of their time and attention to the schools in their district.

I would not approve of a law composing a School Board of five members, of which the County Superintendent would be a member *ex-officio*, for this reason: the County Superintendent is supposed to represent every school in a county; while he may be in a position to vote more intelligently upon an issue, at the same time his work being among the people, and his work depending upon his success in securing and retaining their friendship and co-operation, I believe that it would not be an

advantage to force him to take steps on any issue for or against any individual or community. I consider the present method of selecting School Board members a satisfactory one. If the people in any School Board District do not know whom they want to represent them on the County School Board, I feel sure that outsiders would not be in a position to do so.

UNIFORM TEXT-BOOKS.—I approve the present uniform text-book system with perhaps some minor changes. I believe the State Text-Book Commission should be given more authority. I believe that a 50 per cent change in the list of books adopted for five years is too much; 25 per cent, in my opinion, would be sufficient. I would recommend uniformity in text-books through all grades, including the high school. It seems to me, however, that the selection of the supplementary books to be used in connection with the uniform text-books adopted under the Text-Book Law should be left to the discretion of the County Superintendent and the principals of schools.

STATE COURSE OF STUDY.—If there is any one thing needed more than anything else in Florida, it is a Uniform Course of Study for all grades from the first to the twelfth, inclusive. I trust that the next Legislature will enact such laws as will authorize the State Superintendent to have drafted and put into use a Uniform Course of Study for the entire State. I would recommend the passage of a law by the Legislature enforcing the use of such a course of study, making a penalty and authorizing the State Superintendent to appoint a committee, of which committee he will be a member, to draft, adopt, print, secure the endorsement of the State Board of Education, promulgate and put into use such a course.

FREE TEXT-BOOKS.—Were it possible to finance such a system, I would favor a Free Text-Book system for the entire State. I realize, however, that the expense would be so great that half the counties in the State would be bankrupt in a short time were the system put into force.

At present I consider the hunting licenses, fish commissions and other outside funds inadequate to provide books for all children of school age in the State. We have had occasion in this county to furnish free books to a great many children. One or two special districts have experimented along this line for one or two years, and without exception we find children whose books are furnished free of charge to be more negligent and careless with them. Ordinarily we find such books in a more dilapidated condition than any others of the schools. Should a Free Text-Book System be adopted I believe it would be absolutely necessary to require a deposit from children receiving such books, such deposit to be returned at the close of the year with deductions for damages to the books.

PROGRESS.—We feel that great progress has been made in the educational system of Volusia County during the past two years, the above report, we feel, justified in offering as evidence. In addition to the general report offered and the statistics which follow, we feel that the efficiency of the work done in the school room, and the results obtained, have been far above all previous years. We believe, also, that a better school spirit exists in the county than one would naturally expect.

While the number of schools maintained from year to year has not made any marked change, you will note by the tabulation given below that the number of teachers employed, the enrollment, the general average attendance, and the expenditure for both white and negro schools have increased gradually each year.

We submit the following tabulation:—

WHITE SCHOOLS.

	<i>No. of Schools Maintained.</i>	<i>Teachers Employed.</i>	<i>Pupils Enrolled.</i>	<i>Total Average Attendance.</i>	<i>Expenditure.</i>
1913	37	98	2,464	1,821	\$51,689.00
1914	38	101	2,505	1,824	58,680.00
1915	39	114	2,632	2,023	74,251.00
1916	37	118	2,764	2,148	79,718.00

Negro Schools.

1913	16	30	1,177	926	5,797.00
1914	17	33	1,307	995	6,709.00
1915	17	32	1,388	1,048	11,584.00
1916	18	40	1,476	1,167	13,365.00

Totals.

1913	53	128	3,641	2,747	57,586.00
1914	55	134	3,812	2,819	65,389.00
1915	56	146	4,020	3,071	85,835.00
1916	55	158	4,240	3,315	93,083.00

In addition to the exhibits made by the above figures, we feel justified in saying that for every dollar expended we believe we have received 100 cents. As shown by statistics elsewhere in this report, we were out of debt July 1, and brought a handsome balance into the new school year.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.

—I am frank to say that the pupils of the town schools in this county cover more work and really do the work more thoroughly than those who are enrolled in the rural districts. This is due to the difference in the number of

teachers employed, the length of term, and to some extent, the difference in the preparation and efficiency of the teachers. So far as has been possible we have endeavored to make the rural school environment as attractive as it is in our town schools. It is, of course, impossible to have the two compare in every respect. Taking into consideration the localities, however, we felt that the comparison is very favorable.

In this connection I would recommend that a special course for rural school teachers be offered by our State Universities, and that special rural certificates be issued. There is indeed a work in the rural district for teachers quite different to that which may be found in the villages and towns, especially on the East Coast. Through our Teacher-Training Department and by special work in Teaching Institutes, we are attempting to better prepare our rural school teachers for the work which they have in hand. Taking into consideration all the conditions in the town and rural schools, we believe that the country boy receives as much benefit from what is given him as the town boy gets from what is offered him. Could we have all trained teachers, especially prepared for country school positions, and a law enacted providing one teacher for every 25 pupils, with the number of grades not to exceed four, and the terms extended to equal the terms in the city schools, I believe a great step forward would be made in this regard. As a matter of fact, teachers occupying rural school positions are not nearly so well equipped for their work as those who teach in the cities. This perhaps, is due to the difference in salaries made possible by the supplements offered by Trustees, etc.

As a means of improving rural school conditions generally during the last school year the following plan was used in this county:

Clean, neat, sanitary surroundings, a thorough system of school management, and a good discipline are a few

of the many prerequisites of a good school. Teachers are expected and required to see that these necessities are accomplished. To aid teachers in creating greater interest among the pupils for better school environment, the School Board will give this year \$300 in prizes, distributed as follows:

Schools of one Teacher.

First prize, 1 graded library, value	\$90.00
Second prize, 1 graded library, value	\$40.00
Third prize, 1 graded library, value.....	\$20.00

Schools of more than 1, not more than 4 teachers.

First prize, 1 graded library, value	\$100.00
Second prize, 1 graded library, value	\$ 50.00

Regulations.

All schools in the county of not more than four teachers must fill out the blanks below every two months, and forward to the County Superintendent. If you expect to compete for the prizes you must so advise. At the close of the year, the classification of schools as a whole and the names of the winners will be published in every paper in the county.

Rating.

Schools scoring from 90 to 100	A class
Schools scoring from 75 to 90	B class
Schools scoring from 60 to 75	C class
Schools scoring from 45 to 60	D class
Schools scoring below 45	E class

Possible Points	METHODS.	Points Allowed.
6—	Movement of student body in every regard approved by Superintendent	
6—	Methods of recreation approved by the County Superintendent	
5—	Department, punctuality, personal neatness and cleanliness of pupils, satisfactory recitations	

- 4—School building quiet and orderly at all times.
- 4—Absolute uniformity in daily sessions and student movement, all movements of body governed by bells, strict adherence to schedule.
- 4—Every pupil seated alone, busy, no whispering.
- 4—Pupils not allowed to leave room more than once during session, not allowed to interrupt teacher during a recitation.....
- 4—Spelling matches and literary programme not less than once each month.....

ENVIRONMENT AND CONDITIONS.

- 4—Furniture and fixtures used properly, neatly arranged, free from dust.....
- 4—Pupils' desks free from cut marks, waste paper and other trash, no unnecessary articles on or in same.....
- 2—Teachers' desks clean and attractively arranged
- 3—Hats, cloaks and other articles in proper places
- 4—Neat wood box, paper basket, stove polished monthly, ashes removed weekly, paper basket emptied into barrel daily.....
- 4—Floors oiled; if not oiled, scrubbed every two months
- 4—Floors swept every afternoon and all furniture dusted thereafter
- 3—No gaudy pictures on wall; three well selected pictures, framed, and appropriately hung..
- 2—U. S. flag in building or hoisted on grounds one day each week.....
- 4—Yards clean, free of trash, waste paper and other objectionable objects.....
- 4—Trash barrel located on grounds and contents burned each week.....
- 4—No puddles around well, no trash heaps; if running water is not provided, individual drinking cups

- 4—Toilets clean and sanitary, free of knife-cuts, pencil marks, box of lime conveniently located.
- 4—Five or more shade trees growing on grounds.
- 7—General average attendance for the term.....
- 6—Any other improvement which will add to attractiveness of school and not mentioned above
- 100—Total points allowed on this score.....

The average score of reports made by teachers will count one-half, the score made by the Superintendent on visiting the school will count for half. The Superintendent retains the right to change teacher's score, if in his mind same is not fair and right.

At the close of the school year all schools participating in the contest are carefully graded. We found in the one-teacher school group that McGlenn school, taught by Miss Mary Stones, which at the beginning of the contest was the poorest rural school in the county, had won the first prize.

Winona school, taught by Miss Florence L. Brady, which also occupied a place among the poorest rural schools in the county, won the second prize.

Glenwood school, taught by Miss Mary Russell, which was among the best one-teacher schools in the county, won the third prize.

In the group of schools of two to four teachers, Pieson, a three-teacher school, taught by Mrs. Eugenia Fair, which, up until the year previous, had been one of the poorest three-teacher schools in the county, won the first prize. Oak Hill, a two-teacher school, taught by Mr. B. A. Hammons, which occupied a place in the same class, won the second prize.

We found this method of competition to be a means of creating great interest, not only among our teachers

and pupils, but among the patrons and schools also. Thanks to Superintendent Bickley for his suggestion along this line.

PRESENT EXAMINATION SYSTEM.—The writer is not a strong supporter of the present examination system, at the same time I would dislike to see the system abolished unless a better one may be prescribed and enforced. The main objection I have to the present examination system is that many individuals absolutely unfit for the school room, due to a lack of personality and tact, are admitted into the rank and file of the teachers' force of the State, while others who possess a most desirable personality and tact for the profession are denied places because of a slight deficiency in some particular subject.

I would suggest the passage of a law by the next Legislature creating a State Examining Board under such conditions as might eliminate the objectional features of the present examination system, extending to that Board the authority to honor diplomas and certificates from other States which present equal standards to the Florida Educational System. We secure many efficient and valuable teachers from other States. We find, however, a majority of such teachers unwilling to undergo county examinations and State examinations, thereby incurring great expense when the salaries to be received are comparatively small with those in the States from which they come.

NEW LAWS RECOMMENDED.—I would recommend the passage of the new school laws as follows:

1st. A law prescribing a salary of \$50 per annum for each trustee acting for a special tax school district receiving \$1,500 and more per annum for the support of the schools in that district.

2nd. A law providing for a Uniform Course of Study for all grades from the first to the twelfth inclusive.

3rd. A law prescribing the minimum distance for

which transportation of pupils may be allowed, and the maximum amount that may be allowed under such conditions.

4th. A law authorizing County Boards of Public Instruction maintaining 35 schools and more and receiving not less than \$75,000 for the support of the schools in that county, to employ a County Inspector to assist the County Superintendent in inspecting the schools; such inspector to work subject to the County Superintendent. The law should also prescribe the salary of such inspector.

5th. A law abolishing the present examination System and creating a State Examining Board, providing for various kinds of Teachers' Certificates for the various kinds of schools and departments.

THE OUTLOOK FOR THE FUTURE.—In conclusion permit me to say that the outlook for the future is exceedingly bright for the school system of our county. The public in general is more interested in educational affairs and seem more willing than ever before to lend a helping hand in this regard.

Our efforts have been to work as a co-operator and a leader among our people, rather than a dictator. The results show for themselves. We feel that there exists between teacher, school official and the people, a very close and kind co-operation for the extension of the educational work of the county. In other words we attempt to make the taxpayer, the father and the mother, prime factors in the system; without this we believe no system will succeed.

We solicit the suggestion and the co-operation of all persons interested in education for the upbuilding of education in Volusia County.

Respectfully submitted,

C. R. M. SHEPPARD,

County Superintendent.

WAKULLA COUNTY.

Sopchoppy, Fla., Dec. 18, 1916.

Hon. W. N. Sheats,

State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request of recent date, I take pleasure in submitting the following report:

NEW SCHOOL BUILDINGS.—There has been only one school building erected within the last two years, the cost of same being \$338.12. It was paid for out of the general school funds. There have been 12 new buildings erected in the county during my administration, and although we have no expensive school buildings, what we have are neat, comfortable, painted and in good condition.

REPAIRS.—There has been about \$500 spent on repairs for the past two years. The greater portion of which has been spent on white schools.

HIGH SCHOOLS.—Wakulla county has no regular or standard high schools, but we have several schools in the county which are doing some high school work. We hope to have an accredited high school by next year. The prospects are good.

SPECIAL TAX SCHOOL DISTRICTS.—We have 6 special tax school districts which have been in operation for the past six years. They embrace the larger part of the county and include about two-thirds of all the schools. They are very helpful in providing the needed funds to lengthen our terms and supplement salaries. All of the districts assess three mills, except one, and it has been maintaining a surplus on hand.

TEACHERS.—There has been a marked improvement in the teaching force of the county for the past two years. I have had little difficulty in securing enough teachers for my schools to open on time. This has been made

possible by starting in time and by paying fair salaries. The average salary for white male teachers is \$50, and for white female teachers, \$37 per month. The average salary for negro teachers is about \$25 per month.

SCHOOL SANITATION.—The School Board has made an extra effort to comply with the requirements of Chapter 6836, Laws of 1915. While there is much to be done yet, there has been some good work accomplished along this line.

UNIFORM TEXT-BOOK LAW.—We are well pleased with the operation of the Uniform Text-Book Law. It has been more or less trouble to secure the books on account of the difficulty in securing dealers to handle the books in different sections of the county. This has been overcome in a large measure by the teachers ordering the books direct for their schools.

SCHOOL FINANCES.—The finances of the county are in good shape, if we consider them from the standpoint of resources and liabilities. Our net indebtedness on June 30, 1916, was, \$4,260.02 on the general school funds, and \$1,348.76 on the special tax school districts. Our resources amounted to \$11,348.20, which are the balances due the school funds from the 1913, 1914 and 1915 tax books.

TEACHERS' COUNTY INSTITUTES.—For the past two years we have had an active county Teachers' Association. Meetings have been held regularly during the school year. There has been much good accomplished by this means.

TEACHERS' SUMMER SCHOOLS.—Nearly all of the white teachers employed in this county have attended summer Normals during their vacations, but only about 20% attend the Summer Schools, held under State auspices.

CORN CLUBS.—Under the direction of our County Farm Demonstrator, and with my assistance there has been some very effective and profitable work done in organiz-

ing Corn Clubs. Considerable interest has been shown in the work and some remarkably large yields have been made by some of the members of the Club.

COMPULSORY SCHOOL ATTENDANCE.—We have not yet tried the Compulsory Attendance Law but firmly believe in it. We hope to try it out in the near future. I would favor a State-wide compulsory attendance law. I think we could get much better results from such a law.

SCHOOL LIBRARIES.—We have placed libraries in about one-third of the white schools of the county. This has been made possible by the aid of special tax school district funds and with the assistance of teachers and friends. We are making an effort to place libraries in every school in the county, I think it very necessary for every school to own a library, if it consists of only a few choice books. Any live teacher can do much towards making it possible for their school to own a library.

TRANSPORTATION OF PUPILS.—The transportation of pupils has been tried on a small scale. We have failed to get the results anticipated. The cost has been higher than it would have cost to have maintained a school. One of the main difficulties in this section is the bad roads to encounter, and another is more or less opposition on the part of patrons to take to the idea.

COUNTY SCHOOL BOARDS.—I would not favor making any change in the number of members on the Board. I would favor the appointment of the best available men for these positions. The appointive power to be left in the hands of the State Superintendent of Public Instruction.

STATE COURSE OF STUDY.—I favor a State Course of Study which would embrace all the grades from the first to the eighth, inclusive. The Legislature should provide for a Committee to adopt, print, and promulgate such a course. Its enforcement should be left with the County Superintendent and the State School Inspectors.

FREE TEXT-BOOKS.—I would favor a free text-book sys-

tem if it could be arranged without impairing our general school funds. If the hunting licenses, fish commissions and some other outside funds could be diverted to this cause it could be made possible without any great sacrifice. There is no doubt but that a good many children stay away from school on account of their parents not being able to buy the needed books.

THE PRESENT EXAMINATION SYSTEM.—I do not approve of the present examination system. It seems to have served its day. Under the present system we have to judge the qualifications of an applicant for a certificate more by the ability to answer a set of prepared questions (which can be answered as well by an eighth-grade student as by a graduate of a normal school) than by other essential qualifications which should be possessed by the applicant. I favor a State Examining Board or Boards for this purpose. In this way a large part of the examination could be done orally and it would bring the applicants for certificates face to face with the examiners, who would be in a position to pass on the real qualifications of a teacher.

GENERAL REMARKS.—I feel gratified over the progress we have made during the past four years, but the schools have been more or less handicapped on account of the lack of funds. While our average attendance has increased nearly 20 per cent, our receipts for school purposes have remained practically the same. The assessed valuation of real and personal property for the year of 1912 was \$816,117; in 1916, \$894,079. The millage has been 7 mills for the past four years. We are contemplating bonding one of our special tax school districts for the purpose of erecting a commodious school building at Sopchoppy. We hope to maintain a standard high school at this point in the near future.

Respectfully submitted,

CHAS. K. ALLEN,

County Superintendent.

WALTON COUNTY.

DeFuniak Springs, Fla., Nov. 16, 1916.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:—

In the past two years Walton County has made the greatest progress in public education ever experienced in this county. If time would permit I would give you a more extended outline of the work done here during this period. I trust, however, that this report may give you some idea as to the condition here, and hope the results are satisfactory to you.

RURAL SCHOOLS.—I wish, first to deal with rural schools of my county in general, followed by examples which we are proud to list. We have tried to make the county schools the center of community life and have succeeded, to a great extent. I feel sure the country people appreciate their schools now, more than they ever before. In a few communities we have consolidated some of the schools. Districts have been bonded, larger buildings erected, and the term extended.

COURSE OF STUDY.—The course of study used in this county is a uniform course and is followed so closely that pupils coming in from country districts, entering the city schools, are just as well prepared as those within the towns. Also, those receiving promotion certificates from our rural schools make just as good school pupils as if they had attended the grade school all the time. Our teaching force for rural schools is one of the best trained, I believe, in West Florida. About 80% having taught for me the two terms which I have held as County Superintendent. They have grown with the work, with the schools, and in experience as they grew in age.

Our county is now ready to give up third-grade teachers and thus raise the standard. I believe that most of the

counties in the State, in another year or two at least, should discontinue the employment of third-grade teachers, because of the advantages furnished now by the normal departments in the several high schools of the State, or we shall fast find the teaching profession filling up with boys and girls of immature age.

SENIOR HIGH SCHOOL.—At DeFuniak Springs we have property representing a valuation of \$75,000. We have two large, well equipped buildings. In one of these the grammar grades are taught. This building was formerly used for the high school and grammar grades together, but last summer we voted \$40,000 bonds and have erected a modern up-to-date high school building, which was badly needed. We have large, well kept play grounds, tennis courts, croquet grounds and base ball diamond. We have a faculty of five teachers in the high school and eleven in the grammar school and primary grades. We have in our high school a Teacher-Training department and Domestic Science, and I believe, we are prepared to give a good strong course in science.

JUNIOR HIGH SCHOOLS.—We have two junior high schools in the county. One at Glendale and one at Freeport. These schools are doing splendid work, especially Glendale, which is winning a reputation all over the county. They had a School Fair at Glendale in October which was one of the first we have had in the county, and it was a great success. I feel sure experiments like these will show the farmers that schools are not to teach people to live without work but to show them how to work, love it and appreciate it.

BONDED DISTRICTS.—We have two bonded districts in Walton County, DeFuniak Springs, District No. 1, and Santa Rosa, District No. 16. The people of Santa Rosa are very much in favor of consolidation, and they bonded their district so as to make a large and accommodating central school. Last year they ran a wagon for transportation, but this year we are using launches, which prove

very satisfactory. The county is a low, flat peninsula, which makes it very convenient to transfer by launches, and is far more satisfactory than by teams. The Santa Rosa building was erected at a cost of about \$8,000 and the people feel very proud of it.

TEACHERS' SALARIES.—The highest monthly salary is \$150 for the principalship of DeFuniak Springs school. The lowest salary for white teachers is \$30. The negro teachers do not receive a very high salary, on account of the poor work done. I believe that some steps should be taken by each county to force the negro teachers to better qualify themselves. The average salary for while male teachers is \$50, for white lady teachers is \$46. We feel that this is fairly good, but hope to be able to pay better salaries in the near future.

BUILDING AND FURNITURE.—There have been 5 new school buildings erected during the past year. All our schools have been furnished with good patent desks and blackboards of the best quality. Eight years ago we had something like \$13,000 worth of school property. Now the valuation (estimated) in 1916 is \$144,341, including the new high school building. We are now prepared to run our terms in summer or winter, according to the desires of the several communities. Most of our buildings are new, being erected since 1908.

FINANCIAL CONDITIONS.—For the school year 1915-1916 our receipts were \$38,559.69. The total warrants issued were \$39,445.59. This prove a very close estimate on the necessary expenditures for running the schools. Had it been possible to collect the taxes during the year in which they were due there would not have been any overdraft. Th financial condition of Walton county is very good, while warrants are not at par, the schools conditions are solvent; notwithstanding, the extensive building and repairing that has been done.

SPECIAL TAX DISTRICTS.—Walton county now has 16

special tax districts. All, except district No. 1, are in good condition and warrants are at par. We now have four schools running the full school year of eight months. I most heartily commend the law creating special school districts, but beg to suggest that some plan be made to amend the law so that it will not be necessary to vote the millage bi-ennially as this is an unnecessary expense and very burdensome to small districts.

TEACHERS' CERTIFICATES.—I recommend that the standard of certificates be raised, or that no more "Third Grades," will be issued. I do strongly recommend that we have some change in the Examination Law. If the Legislature of the State could only understand, or could be made to understand the conditions which we are experiencing, I believe they would accept some of the resolutions which are presented from time to time by prominent educators of the State.

The waste of money and the crucifixion of our State school system by unexperienced teachers and politicians is the direct result of the present certificate law. It was a splendid law for the times when enacted, and its author will ever live in the minds of the Florida teachers. But now, we need something which will meet the demands of the present age. And again, I would suggest that we need some law governing the qualifications of County Superintendents of Public Instruction. If the Legislature provides in one law that you must have a certificate in order to be qualified to teach a small country school, is it not as reasonable to suppose that a man placed at the head of the whole county school system should be a teacher of wide experience and should have had some professional training? I do not believe, that any fair-minded man could object to such a law. Florida's school system is great, but we need, at least, this qualification law to make it better. I trust that when

the next Legislature meets that there will be some relief along this line given to the teachers who have to work under those inexperienced demagogues.

In conclusion, I desire to thank you, Superintendent Sheats, for your courtesy and co-operation during my last term as County Superintendent of Walton county. I shall leave this office January first, 1917 to my successor, and I trust that your relations with him shall be pleasant and that much good shall be accomplished.

Very truly yours,

D. N. TROTMAN,
County Superintendent.

WASHINGTON COUNTY.

Vernon, Fla., November 30, 1916.

Hon. W. N. Sheats,

State Superintendent Public Instruction,
Tallahassee, Florida.

My Dear Mr. Sheats:

Complying with your request on the 21st inst. as to filing bi-ennial reports by County Superintendents, I herewith submit the following as my report for Washington County. We now have 49 white schools in active operation and 19 negro schools.

NEW SCHOOL BUILDINGS.—We are not doing very much building. We are running our schools in the rural districts five months, and, if a district wishes to use their appropriation to build a new school house or to repair the old one, we permit them to do so. Two hundred and fifty dollars was invested in new buildings for white schools last year and \$125 in negro schools.

SCHOOL BUILDINGS REPAIRED.—Our bills have been very light during the last school year, \$140 for white schools and nothing for negro schools.

HIGH SCHOOLS.—We have one high school, located at Chipley, Fla. This school has just reached the standard of a Senior High School this year. It could only be classed as a Junior High School until last year. We now have a full corps of proficient teachers doing the work as prescribed by the State Board of Education. We have the largest enrollment this year we have ever had and the work is very satisfactory in every respect.

TEACHERS.—We have an over-supply of young, inexperienced teachers, but we are short of teachers holding first grade certificates and with experience and ability to teach. I am very much pleased to see our young teachers taking advantage of the Teacher-Training Department in our high school. They have evidently caught the spirit of progress and efficiency. We are paying an average salary of \$47 to white teachers and \$29 to colored teachers. We are paying teachers according to the grade of their certificates and, in some instances, according to their experience as teachers.

SPECIAL TAX SCHOOL DISTRICTS.—We have 12 special tax school districts in the county. They embrace as many white schools and three negro schools. They are working very satisfactorily in most of them. They usually vote for three mills and are using the funds to supplement the salaries of their teachers, or to lengthen the terms.

BONDED DISTRICTS.—We only have one district that has voted bonds. Chipley has bonded itself for \$30,000, and has equipped a very magnificent school building with all modern conveniences. I think we have other districts in the county that will follow Chipley's example in a few years.

SCHOOL SANITATION.—The sanitary laws have not been very carefully observed. In some instances our out-buildings are miserably poor and breeders of disease. Some of our teachers require their pupils to provide themselves with individual drinking cups and in some instances the out-buildings are sanitary in every respect. I must admit

that our Board has not been as vigilant in executing the law pertaining to the important subject as they should have been.

ALCOHOLICS AND NARCOTICS.—Teaching the evils of alcoholics and narcotics, Chapter 6832, has not received the attention that it should. The teachers have not been supplied by the County Board with "Health is Wealth" and it has been left to the teachers to provide themselves for this work or let it go neglected. I asked my Board for an appropriation to buy a sufficient number of the books to furnish each school with at least one copy, but the appropriation was not given. I think we have only one or two schools that are faithfully observing this law.

UNIFORM TEXT-BOOK LAW.—The Uniform Text-Book Law is in full operation in this county. We are very much pleased with the results it brings. We have two agents in the county, one at Vernon and the other at Chipley. They are keeping a supply of books on hand and furnishing their customers in a very satisfactory manner. We would like to make a change in some of our books but for the fact that we have just used them two years and it would incur unnecessary expense so soon after providing ourselves with the uniform series.

SCHOOL FINANCES.—The financial condition of our county is not just as good as I would like see it. Our School Board borrowed \$12,000 from the State Board one year ago and has paid the interest and \$2,000 on the principal, leaving \$10,000 yet unpaid which has been arranged for another year at 8% interest. Our special tax districts are each in fine condition, excepting one. Chipley has gotten behind with her funds, but with wise management, it will soon be even again. All the other districts are out of debt and have funds to their credit. We are paying our teachers' salaries promptly without their having to wait for their money or have their warrants discounted. I believe we will have to go back to four months' terms, as we are falling behind each year

with five months terms. We have 2,500 white children in the county of legal school age and only a little over \$2,000,000 valuation of taxable property, which leaves us deficient in funds.

TEACHERS' COUNTY INSTITUTE.—We have an organized Washington County Teachers' Association. We hold our meetings annually, just before the examination in June each year. We insist on each teacher in the county attending these meetings, but they are not required to do so. Some take an active interest, while others are indifferent.

TEACHERS' SUMMER SCHOOLS.—A very small per cent of our teachers attend Summer Schools. I really do not know any of our teachers attended a school of this kind during the past two years. I have given notice of time and places and the credit given on certificates for attending these Summer Schools, but it has attracted very little attention so far as I can tell.

VOCATIONAL WORK.—Vocational training is just in its infancy in this county. We only have one school with a well equipped department of each: Industrial Agricultural, Commercial, and Home Economics, etc. I heartily endorse this line work as a part of our school course. I believe our course of study is incomplete without it includes "Industrial Training."

CANNING, CORN AND STUDENTS' CLUBS.—We have both a Farm Demonstrator and a Canning Club Agent. The Farm Demonstrator is Mr. A. G. McQuagge, and the Canning Agent is Miss Janie Stroud. They are each paid in part from the County, State and Federal Governments. They each receive some aid from private donations in the county. The work is progressing very satisfactorily and we have about 60 girls and about 40 boys belonging to these Clubs.

COMPULSORY SCHOOL ATTENDANCE.—We have not yet installed the compulsory attendance law. We frequently hear expressions from different individuals along this

line indicating their approval of such a law. I favor a State-wide, compulsory law being enacted by the next Legislature. The law, as it now stands, is too stretchy. It can be stretched or evaded or changed to suit the conditions of the individual. I do not believe it should be local, but should be State-wide and have the approval of the Government behind it.

SCHOOL LIBRARIES.—Some of our special tax school districts have put school libraries in their schools. Where this has been done it has caused the pupils to do more general reading and to advance more rapidly. I approve of this being done, and I believe where districts have funds that are idle, they could use them to better purpose in this way than in any other way. Some of our districts are using their district funds in furnishing free text-books to the children of the district and they could use them still further in buying books for a library if they chose to.

TEACHER-TRAINING DEPARTMENT.—We have now in connection with our high school a Teacher-Training Department, which is giving very satisfactory results. It was well attended last year and this bids fair to be a better year than last year was. I think this will fill one of our long needed requirements. It will be possible for each county to educate her own teachers, without having to depend on getting them from some other source.

TRANSPORTATION OF PUPILS.—We have not introduced transportation of pupils yet. That system will very likely come later when we get to consolidating our one-teacher rural schools; and that will come when we have better roads and highways.

COUNTY SCHOOL BOARDS.—I think the County School Board should be abolished entirely or else require some educational standard for its members. The average Board of Education at present is a farce; and I believe if we had an educational standard for the County Superintendent to reach, it would be useless to have a board,

Or else have a standard for the Board to reach and let them pass upon the qualifications of the County Superintendent. But I believe that all power should be vested in the County Superintendent and dispense with the Board entirely.

UNIFORM TEXT-BOOKS.—I approve of uniformity, but only in the grades below the high school.

STATE COURSE OF STUDY.—I believe a State Course of Study should embrace only the grades from the first to the eighth, and the high schools should arrange the course of study as they think best.

FREE TEXT-BOOKS.—I am opposed to free text-books only where special tax districts furnish them from the district funds.

PROGRESS AND RETROGRESSION.—I can see a spirit of progress along educational lines based upon enrollment and average attendance.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—The town schools are making better progress than the country schools because they have longer terms, better equipment and generally better teachers. The country children make just as good showing when they have equal advantages. In the country schools they generally have but one teacher and she has to teach all the grades and cannot give the time required to teach each grade successfully. The country schools do need better facilities.

THE PRESENT EXAMINATION SYSTEM.—We need a more perfect system of examinations and I cannot think of a better method than the one recommended to the last Legislature. There are subjects that I would like to discuss more fully but time will not permit.

Yours very respectfully,

W. T. HORNE,
County Superintendent.

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